Course Outline Grade 9 English Mr. J Standring

Message from the teacher:

The first thing you need to know is that I believe in you. You should also know our goal. Our goal is to make you a better reader, writer, speaker and a better person. But that means you must put in the effort. Reading is meant to be a joy. Writing is meant to be done with a purpose. I hope above all else that you learn both of these things by the end of the year.

JStandring.weebly.com – Students and parents go here for:

 Notes, Assignments, Hand-in Work, Communication (You can ask a question any time of day, and submit work here)

Rules are simple: Daily Routine: Based on the Daily 5

**On time** 10-15 min Mini-Lesson

**Prepared** 10-15 min Read to Self

**On Task** 10-15 min Write to Self

**Respect** **Everyone** 10-20 min Grammar, Conventions Work

**Do Your Work** Conferencing = Teacher –Student (Teacher chosen)

Marking Scheme:

Formative – 40% - Development/Progress pieces

Summative – 60% Major assessment pieces (Final Projects and Tests)

## Unit 1 – Short Narrative / Personal Narrative

Essential Learnings:

1. Purpose
2. Elements of Narrative (Quiz will follow lesson)
3. Theme – Broken into main idea and details that support your argument
4. Characterization - Compare and Contrast (Using a Venn Diagram)
	1. Round, Flat, Dynamic, Static, Foil, Stock, Confidante
5. Importance of Characters, Cause and Effect
6. Reading Aloud – Expression, Confidence, Rate of Speech, Intonation
7. Extend functional Vocabulary
8. Reading Strategies – Main Idea, Word Meaning in Context, Root Words, Interpreting Figurative Language, Summarizing, Assistive Technology use, Drawing Conclusions and Making Inferences
9. Writing Techniques: Write what you know, Write from the Unknown (research/imagination balance), Smell the Rose, Expressive and Reflective, My Favourite Mistake, Poetry for Figurative Language (What my life Tasted Like, I’m From), Several Strategies from Write Beside them will be given during the Quick Write / Mini-Lesson Time.

**Assessment Pieces**

1. Final Copy of 3 writing pieces (at least 2 must be narrative, one may be poem or non-fiction)
2. Blog (Filled with thoughts about reading we have done, possible publishing point for short stories)
3. Final Assessment (Found Below)

**Section 1 – Reading Comprehension**

1. Pick 5 Elements you encountered in the text that let the reader know this is a narrative. Fill in the following chart:

|  |  |
| --- | --- |
| Elements of a Narrative | Example from the Narrative |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Identify the theme from the narrative and provide supporting details in the chart below:

|  |
| --- |
| Theme: |
| Supporting Detail: | Supporting Detail: | Supporting Detail: |

1. Use a Venn Diagram to Compare/Contrast this story with one we’ve read previously in class.
2. In a paragraph, introduce us to a character other than the protagonist/antagonist and explain how they are important to the plot.
3. During the reading of the passage and in answering the questions you had to use many reading strategies. In the chart below pick three reading strategies you used and explain how they helped your understanding of the text or helped you in finding the answers.

|  |  |
| --- | --- |
| Reading Strategy | Explanation of how it helped |
| 1. |  |
| 2. |  |
| 3. |  |

## Unit 2- Long Narrative Unit

**Essential Learnings:**

1. Purpose
2. Extension of Theme to Multiple Themes within a story / Complex Themes with Life Connections
3. Plot Synopsis
4. Character Types / Traits
5. How to Write a Story: Where did the author begin?
6. Extend functional Vocabulary
7. Reading Strategies: Vocabulary drills, Organizing Information in Notes, Making Predictions, Connections to other works, connotative and figurative word meanings, Summarizing, Drawing Conclusions and Making Inferences,

**This section of our year will be done as a part of Read to Self; with the expectation that you complete this project once you are finished reading the novel. The Novel is Self Selected**

1. Collection of 5 stories under one (1) Theme
2. Independent Novel Project (Found on Next Page)
3. Blog (Used as a Reading Journal, filled with thoughts and notes about the book)

**Independent Novel Project**

Upon conclusion of your novel begin work on Sections 1 and 2. Both sections are to be completed by Dec. 9th. This is essential work for the semester and must be completed and marked for you to receive a mark for the course.

All written work will be evaluated using the language arts rubric we’ve followed all year for written work.

**Section 1 –** *Complete all of the following parts. (Value 30)*

1. ***Plot Synopsis –*** Create a summary of the plot of each novel. Be - sure to include good coverage of all elements including: setting, characters, conflicts and climax. (250 words max)
2. ***Thematic Elements*** – Select one explicit theme and decide on two implicit themes for the novel you’ve read. For each one, design and fill in a point form chart that includes: theme, 3 points of proof, explanation of each point as evidence of the theme
3. ***Character Connections*** - Explain the impact a character other than the antagonist/protagonist had in your novel. Examine their involvement and what they accomplished. (1 page max)

**Section 2 –** *Pick and complete 1 of the following: (Value 20)*

1. **Debate** – Adopting the roles of either the author or a significant character, prepare a defense over the merits of the piece. Place emphasis on playing your role and defense of your book as an engaging read for the audience.
2. **One Moment in Time** – Re-enact a scene from each of your novels. This can be live performance, or a created product (movie, cartoon, etc.)
3. **Impact Statement** – Create a formal argument spoken or written (short essay) explaining how the novel you read could improve the world for the better if read by a majority of people.

## Unit 3 – Transactional Writing (Persuasive)

**Grade 9** – Focus on quality and what is important to learn: How is it that we make a person want to do something. Also look at advertising and its effects.

**Essential Learnings:**

1. Purpose
2. Thesis
3. Support Arguments
4. Details
5. Fact and Opinion
6. Rhetorical Questions
7. Structure – Hamburger or Set ‘em up, knock ‘em down (Kelly Gallagher)
8. Source Citation – The Basics of Copyright Law
9. Reading Strategies: Cause and Effect, Facts and Details, Text Features, Identify Evidence that Supports Thesis (Main Idea, Supporting Details), use knowledge to anticipate where key themes will occur.

Key Lessons: (Everyone completes each section in draft form)

**5 paragraph Essay (brief review) –** Notes and graphic organizers given.

**Writing a Personal Essay –** It is one’s thoughts, organize to pose a question and give an answer.

**Writing a Complaint Letter** – Examples, process notes, practice quick writes, draft copy

**Debate –** View a debate, process notes, teacher led debate

**Final Project – Students prepare the given number of final products, based on drafts they have already done. They may also create new products.**

**Individual: 3 final products in portfolio**

**Pairs: 4 final products**

Fundy High School Rubric - Written Expression

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Attribute** | **Superior****Level** | **Advanced****Level** | **Appropriate****Level** | **Basic****Level** | **Experiencing****Difficulty****Level** | **Introductory****Level**  |
| **Ideas** | The ideas show a deep understanding of subject matter. | Ideas are focused and all necessary details are included  | The idea is clearly focused with many details. Some may need to be cut. | There is a focus but it is too broad. Details exist but need to be refined | The idea focus is unclear. More details and support needed. | There is no focus and needs details and support. |
| **Organization** | The organizational pattern works together from beginning to ending in order to create an insightful piece. | The organizational pattern fits the topic and purpose. All of the required sections are well developed. | The organizational pattern fits the topic and purpose. One of the required sections needs better development. | The organizational pattern fits the essay’s topic and purpose. Multiple required sections need better development. | The organizational pattern doesn’t fit the topic or purpose. | A plan needs to be followed. |
| **Voice** | The voice expresses interest and a complete understanding. It is engaging. | The expresses interest in and an understanding of the topic.  | The voice expresses interest but needs to show more understanding.  | The voice needs to be more focused, purposeful and express more understanding. | The voice does not show interest or understanding of the topic.  | No voice that can be heard. |
| **Word Choice** | The word choice reflects careful thought and purposeful selection. | The word choice, including the use of specific terminology, creates a clear message | The word choice is clear, but more specific choices in terminology would improve the piece. | The word choice is too general, more specific terminology is needed. | Much more attention should be given to word choice. | Thought should be given to word choice. |
| **Sentence Fluency** | The sentences in the piece make the ideas stand out. | The sentences are skilfully written and interesting to read. | No sentence problems exist, but more variety would improve the piece.  | A few sentence problems exist.  | The piece has many sentence problems. | Most sentences need to be revised. |
| **Conventions** | Copy is free of conventional errors.  | The piece has a couple of errors that do not interfere with understanding. | The piece has a few errors in punctuation, grammar and accepted conventions. | The piece has errors that lead to confusion. | The number of errors makes the piece difficult to understand. | Support is still needed for proper editing to take place. |

## Unit 4 – Procedural (How To)

**Essential Learnings:**

1. Purpose – To explain, transfer knowledge, give information clearly and in order
2. Speech Techniques – Volume, Clarity, Pauses, Gesture, Body Language, Confidence, Rehearsal,
3. Knowledge Base – Developing a knowledge base about your topic, so you don’t read everything.
4. Sequencing
5. Visual and Oral Presentation Skills
6. Powerpoint, prezi / other presentation tools (Technology of the Trade)
7. Procedural Writing – Sequence words, Steps, Details, Graphic Organizers
8. Research Techniques, Continued Source Citation
9. Reading Strategies: Summarizing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **3** | **2** | **1** | **0** |
| **Volume** | Volume fills the room. Easy to hear. | Speaks clearly heard, but only in a quiet room. | Mostly heard. Some words get lost in the room. | Often mumbles or can not be understood, not loud enough on video or in person. |
| **Speaks Clearly** | Speaks clearly and distinctly. Enunciates perfectly. | Speaks clearly and distinctly 90% of the time. Might slur a word or two, but does not impact presentation. | Mostly clear. We still understand. But obvious word slurs or obvious mispronunciation. | Often mumbles or can not be understood OR mispronounces more than one word. |
| **Pauses** | Pauses were effectively used at all times to create emphasis and proper speed of presentation. Perfect pace. | Pauses were effectively used mostly. Pace was good, and but might be one moment that lags or is too fast. | Too slow or too fast, perhaps some unintentional pausing. Perhaps not all steps are clear because of problems with pace. | Pauses were not intentionally used. The speed of the presentation affected the quality greatly. |
| **Enthusiasm** | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Content** | Shows a full understanding of the topic. Steps are well developed and broken down into easy steps. People get it. We have all easily learned HOW-TO | Shows a good understanding of the topic. Could have broken steps down more, but generally easy to follow. People will be able to figure it out from here on their own. | Shows a good understanding of parts of the topic. Some steps lose the audience because they are unclear, poorly explained. People will have a hint of HOW-To | Does not seem to understand the topic very well. Steps missing and or not easy to follow. People will not have learned HOW-TO by the end. |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Props** | Student uses several props (could include costume) that show considerable work/creativity and which make the presentation better. | Student uses 1 prop that shows considerable work/creativity and which make the presentation better. | Student uses 1 prop which makes the presentation better. | The student uses no props OR the props chosen detract from the presentation. |
| **Listens to Other Presentations** | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |

## Unit 5: Non-Fiction (Travel Writing and Research)

Essential Learnings:

1. Identify Important Information and Purpose of writing (what is the writer trying to do?)
2. Skim and Scan techniques
3. Distinguishing between Fact and Opinion
4. Research/inquire to clarify when content is confusing (consult other sources)
5. Use Text Features (captions, headings, graphics, sidebars, maps, etc) to preview, interpret and locate information.
6. Evaluate quality of articles, and validity of information
7. Extend functional Vocabulary
8. Access information quickly and accurately
9. Judge the quality of a website and it’s authority
10. Reading Strategies: Summarizing, Drawing Conclusions and Making Inferences, Comparing and Contrasting

There will be 4-6 Major Lessons:

1. How to find Where to Stay (focusing on research skills, skimming and scanning, evaluating info)
2. Skimming and Scanning for Hotels: Money Sense, Location, Basic Website Use.
3. Hotels and Landmarks : Choosing a Hotel and Identifying Important Tourist Destinations
	1. Comparing Websites is the heart of this lesson. Setting one option above another and valuing each choice.
	2. This lesson helps to identify interests by using maps, reviews, travel websites and encourages number literacy and budget planning along with examining cultural highlights of a city. (Focus on Main Ideas, Use of Text Features, Visual/Spatial learning with maps)
4. Choosing Restaurants (Focus on Reading for Detail, Use of Text Features, Navigation of Websites, Evaluation of Information)
5. 7 Reasons to Visit Charlotte County – This is a writing assignment that incorporates all previous learnings to allow students to express the reasons to visit our area, while researching, creating opinion and strengthening it with fact.

**Non-Fiction Unit Plan – Final Assessment**

Objective: Plan a Trip to Boston for two days on a budget of $1200.

What must be included?

1. **Trip Itinerary** (including dates and times for each **event**/**attraction** and transportation methods / transit times/ meals) DONE WITH MICROSOFT WORD and GOOGLE CALENDAR
2. **Oral / Powerpoint Presentation** of trip details, rationale (explanation) for choices in trip including discussion of reviews and details of choices in transportation, hotels, restaurants, and attractions.
	1. What this means is that you will explain each of your choices by saying the reasons you decided to have your travelers do each thing. (Ex. I chose this hotel because…)

What you need to know about your travelers:

|  |  |  |
| --- | --- | --- |
| Food | Interests | Hotel |
| Italian | History | Beautiful looking room |
| Burgers | Art | Wifi |
| Pizza | Music (Live Music) | Nice looking lobby |
| Thai | Biology (Aquarium) | Central location to attractions |
| American | Sports (Red Sox) | Nice Views |
|  | Theatre (Plays) |  |

Lessons to be taught:

1. Websites to use: Tripadvisor, Frommers, Trip Advisor, Expedia, Redtag, Kayak, calendar.boston.com
	1. How to find out what areas are good to stay in, in any city
	2. Finding hotel deals.
	3. Landmarks, attractions and how to find what you want to see: Trip Advisor, Frommers, Fodors, Lonely Planet, City Tourist Websites. Pick 2-3 attractions to do each day (about 1 between each meal). Generally pick a place to eat near each attraction in the next exercise.
	4. Restaurants: Yelp, and Trip Advisor. Find 3 restaurants for breakfast, 3 for lunch and 3 for supper, with good reviews, copy and paste 3 reviews for each restaurant and plot their locations on a map of the city.
	5. Putting restaurants, and attractions / sightseeing together. MAKING IT ALL FIT! Google calendar.
2. Google Calendar/ Word Document Table: Planning the things you want to see, and where you want to go.
3. Powerpoint – using it properly