



## Ontario eSecondary School Course Outline 2024-2025

**Ministry of Education Course Title: English, Grade 9, De-streamed**

**Ministry Course Code: ENL1W**

**Course Type: De-streamed**

**Grade: 9**

**Credit Value: 1.0**

**Prerequisite(s): None**

**Department: English**

**Course developed by:  
Brittany Bosch and Sarrah Beemer**

**Date: September 1st, 2023**

**Length:  
One Semester**

**Hours:  
110**

This course has been developed based on the following Ministry documents:

1. *English, The Ontario Curriculum, Grades 9 and 10, 2007, (revised) English (2023)*
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
3. *Learning for All (2013)*

## COURSE DESCRIPTION/RATIONALE

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

## OVERALL CURRICULUM EXPECTATIONS

### **A. Literacy Connections and Applications**

#### **A1. Transferable Skills**

demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

#### **A2. Digital Media Literacy**

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

#### **A3. Applications, Connections, and Contributions**

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

### **B. Foundations of Language**

#### **B.1 Oral and Non-Verbal Communication**

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

#### **B.2 Language Foundations for Reading and Writing**

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

#### **B.3 Language Conventions for Reading and Writing**

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

### **C. Comprehension: Understanding and Responding to Texts**

#### **C1. Knowledge about Texts**

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

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### C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

### C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

## **D. Composition: Expressing Ideas and Creating Texts**

### D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

### D2 Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

### D3 Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

## **COURSE CONTENT**

<b><i>Unit</i></b>	<b><i>Length</i></b>
Unit 1: Practical Literacy Skills (15 hours)	15 hours
Unit 2: For the Love of Reading (28 hours)	28 hours
Unit 3: Connections with Media	20 hours
Unit 4: We Are All Different	25 Hours
Unit 5: Culminating Activity	20 Hours
Final Reflection	2 hours
<b>TOTAL</b>	<b>110 Hours</b>

## **UNIT DESCRIPTIONS**

### **UNIT 1: Practical Literacy Skills**

In this unit, students will explore practical literacy skills by learning about the structure of paragraph and essay writing, the drafting process, and oral and non-verbal communication skills. Students will also review key grammar concepts and vocabulary building to enhance their communication skills. Students can expect to take notes, learn about active listening and reading skills for effective input strategies and use writing and speaking strategies to receive feedback and improve on their learning.

### **UNIT 2: For the Love of Reading**

Students will study the psychological thriller *We Were Liars* by E. Lockhart, building on their active reading strategies and analytical skills. Students will be asked to evaluate and make connections with the text and themselves, other texts, and the world around them. Students will also begin to incorporate secondary research in their study of a novel to foster deeper understanding of the characters, plot, and themes in the text. Students can expect to use planning organizers, the retell, relate, reflect framework for active reading, and paragraph responses to important quotations. Students will further develop their critical analysis skills by presenting their evaluation of the author's message in the book.

### **UNIT 3: Connections with Media**

In this unit, you will learn about media literacy and applying elements of media education to the medium of advertising. You will view, with a critical lens, different examples of print and digital advertising. You will learn the importance of media literacy in the digital age and analyze advertising for topic, purpose audience, and persuasive techniques. The unit will culminate in a persuasive essay and analytical presentation demonstrating what you have learned.

### **UNIT 4: We are all Different**

In this unit, students will explore the components of short stories and the tools writers use to establish their plot. Students will learn about people who have different lived experiences. Students will analyze short stories throughout this unit and engage in the analysis process ultimately finding deeper meaning from the texts they read and making connections.

### **UNIT 5: Culminating Activity**

Students will complete the culminating activity. Students will read *Moon of the Crusted Snow*. Students will demonstrate active reading strategies while they read, evaluating the novel and making connections. Students will demonstrate their understanding of the writing process, where they will incorporate skills and strategies learned in the course, by writing thematic responses. Students will also create a book review, persuading their audience of their book's merit in a persuasive manner. Finally, students will record a podcast to present their thoughts on the book.

### **UNIT 6: Final Reflection**

Students will reflect on their learning in ENL1W. Responding to a number of questions, students will formulate their responses and then present their responses to their instructor.

## **TEACHING AND LEARNING STRATEGIES**

**The students will experience a variety of activities:**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations and Poodlls** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify

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assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Brainstorming, charts, and graphs** are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Articles** are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Reflective/comparative analysis and evaluation of written work** is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

**Journals** provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and inform instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher might ask: "What does the criteria look like for this particular task?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Discussion forums
- Diagnostic tests and writing tasks
- Personal writing
- Outlining and planning sheets
- Completed templates & graphic organizers
- Editing checklists
- Reflections (video and written)
- Oral presentations & active listening
- Creative Writing & story development
- Essay writing
- Evaluations

## EVALUATION

The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

*(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)*

Weight	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Final Reflection (1.25K, 1.25T, 1.25C, 1.25A)	5
Culminating Project (6.75K, 7.75T, 6C, 4.5A)	25

## TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1 Paragraph Writing Assignment	Students will use what they have learned about paragraph structure, grammar, and sentence fluency to work through the writing process and craft a polished paragraph with citations.	K, T, C, A	7.5
Unit 1 End of Unit Evaluation	Students will use what they have learned about essay writing, grammar concepts, and citation rules to draft, revise, and produce a polished 5 paragraph essay on a topic of their choice.	K, T, C, A	10
Unit 2 Quotation Response #4	Students will reflect and use their analytical skills to discuss important quotations from our novel study and make connections between the novel and their personal experiences, other literature, or the world at large.	K, T, C, A	7.5
Unit 2 Final Evaluation Task Written	Students will culminate their novel study by completing a written and a creative task of their choice that demonstrates their ability to transfer skills learned in this unit to a new task.	K, T, C, A	5
Unit 2 Final Evaluation Task Oral	Students will use the oral communication strategies learned in this course and apply them to a discussion of the novel.	K, T, C, A	5
Unit 3 Persuasive Essay Assignment	Students will craft a persuasive essay on media literacy using what they have learned of the writing process and what they have learned in the unit about the importance of media literacy. They are able to choose their topic from a choice board.	K, T, C, A	10
Unit 3 Discussion Post	Students will discuss their ideas, thoughts, and opinions on unit concepts with their peers.	K, T, C, A	5
Unit 3 Messages in Media Presentation	Students will demonstrate their knowledge of media concepts by discussing the importance of one element of media literacy and deconstructing an advertisement for the media and advertisement techniques and tactics used.	K, T, C, A	10

Unit 4 The Hockey Sweater Worksheet	Students will apply what they have learned about short story analysis to this brief but interactive activity.	K, T, C, A	10
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## FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Project	Students will independently read a Canadian dystopian novel written by an Indigenous author. They will use what they have learned in this course to analyze novel themes, ideas, and connections to Canadian society in both written and oral form.	K, T, C, A	25
Final Reflection	Students will meet with their teacher at the end of the course to consolidate what they have learned in the course and elaborate on their growth in skills.	K, T, C, A	5

## AFL/AAL/AOL TRACKING SHEET

### Unit 1: Practical Literacy Skills

AAL	AFL	AOL
Grammar diagnostic	Active Reading Task	Paragraph Writing
Writing diagnostic	Common and Proper Nouns	Final Essay Good Copy
The Writing Process	Expository Writing Lesson	
End of Unit Learning Log	Sentence Structure Worksheet	
End of Unit Video Reflection	Final Essay Rough Work	

### Unit 2: For the Love of Reading

AAL	AFL	AOL
Unit 2 Reflection journal	Reading organizers (parts 1-5)	Quotation responses
Learning Log	Quotation response	End of unit evaluation
	Grammar Studies	

### Unit 3: Connections with Media

AAL	AFL	AOL
Anticipation guide	Discussion post 1	Persuasive essay assignment
Introduction to media literacy	Expository writing activities	Discussion post 2
Lesson video notes	Grammar studies	Media presentation

### Unit 4: We Are All Different

AAL	AFL	AOL
Lesson materials and exemplar	Analysis worksheet and discussion post	
Storytelling Podcast	Telling Our Twisted Histories: Reconciliation Worksheet	

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<i>I Am a Man With Down Syndrome and My Life Is Worth Living.</i> Discussion Post	Becoming Me Questions	
The Hero's Journey Lesson Worksheet	Article Discussion Post	
Reading Activities worksheet for “Kath and Mouse”	Short Story Analysis Chart: “Kath and Mouse”	The Hockey Sweater Worksheet

### Unit 5: Culminating Activity

AAL	AFL	AOL
Survival and Timeline Activity	Moon of the Crusted Snow: Novel Study Package	Post -Reading Thematic Questions
End of Unit-Learning Log		Moon of the Crusted Snow: Book Review
		Podcast Assignment

### Unit 6: Final Reflection

AAL	AFL	AOL
		Final Reflection and Presentation with Instructor

## CONSIDERATION FOR PROGRAM PLANNING

### PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario’s English language schools is a language other than English. Ontario’s linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

### THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers’ instructional strategies and support students’ language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local

classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

## **ACCOMMODATIONS**

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia
- Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.