

Public and Catholic District School Board Writing Partnership

Course Profile

(for a Locally Developed Course)

Essential English

Grade 9

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for education purposes.

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Acknowledgments

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The new *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements (OSS)*, 1999 enables school boards to develop three local compulsory -credit courses, one in each of the following subjects: English, Mathematics, and Science. To provide a model of how these courses could be developed, the Ministry of Education has funded the following sample Course Profiles: "Essential English," "Essential Mathematics," and "Essential Science."

The *Guide to Locally Developed Courses, Grades 9 and 10: Approval Requirements and Procedures* provides information to assist school boards in preparing their requests to the Ministry of Education for approval of their own Grade 9 locally developed courses, to be offered in the 1999-2000 school year, under OSS. The document is available on the ministry's web site at <http://www.edu.gov.on.ca>.

Course Overview (for a locally developed course) Essential English, Grade 9

School:

Department: English

District:

Course Title: Essential English (for a locally developed course)

Grade: Nine

Course Type:

Development Date: April - July 1999

Ministry Course Code:

Credit Value: 1.0

Secondary Policy Document: English

Description/Rationale

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter the Grade 11 course in English, Workplace and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practise the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life.

Course Organization

Unit 1	Finding Our Voices: Introduction and Diagnostic Activities	15 hours
Unit 2	Story Telling: Narrative Voices	25 hours
Unit 3	Creative Voices	12.5 hours
Unit 4	Informational Voices	25 hours
Unit 5	Dramatic Voices	12.5 hours
Unit 6	Speaking Out: Expressing Our Voices	20 hours

Appendix A Coded Expectations

Appendix B Assessment Tools

Accommodations

The following considerations apply to each of the units in this course.

1. Any student or group of students may require accommodations in response to specific needs at different times and in varied circumstances.
2. In order to make specific modifications and accommodations for the needs of their students, teachers should consult with their colleagues in the Special Education Department.
3. Appropriate accommodations should be part of the planning of each unit activity in terms of particular students and their specific needs.
4. Instructional and assessment activities must take into account the strengths, needs, learning expectations and accommodations as identified in the Individual Education Plan whether students are formally identified or not. (Regulation 181/98)

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5. Accommodations to curriculum, instruction, assessment, and evaluation may include but are not limited to:
 - alternative tasks and activities
 - expanded expectations and opportunities for enrichment
 - more time for learning and completion of activities
 - use of specialized equipment and assistance
 - use of available adaptive technologies to assist students (i.e. computer assisted learning)
 - varied assessment strategies
 - alternative assessment models and materials to address various individual learning styles and needs
 - use of special resources, such as: varied reading levels, learning styles, video/audio tapes, learning resources that provide direct experiences of seeing and touching, etc.
 6. Some students with an IEP may require selected expectations to meet the individual student's needs. As outlined in *Ontario Secondary School, 1999*, the principal will determine whether achievement of these modified expectations warrants successful completion of the course.

General Planning/Course Notes

1. Unit 1 has been designed to be offered as the introductory unit to the course and to secondary school. Units 2 through 5 have been designed to be delivered in any sequence, as appropriate to student readiness, teacher preference, and resource availability. Unit 6 has been largely designed to be a culminating activity. However, student interest, local circumstances, and current events may make Unit 6 more timely at another time during the course.
2. Times suggested for the units, and the activities within the units, are approximations. Most units contain a variety of activities, which if completed thoroughly, would run over the time allowed. This is intentional to allow teachers a repertoire of activities and strategies from which to select to meet the highly individualized needs of the students in this program. Teachers should provide flexibility in both timing and approach to allow for varying student interest, aptitude, and need.
3. Grammar and Usage, Spelling and Punctuation activities should be incorporated at appropriate times throughout the program. Ideally, they should be integrated into all writing activities. Suggestions for appropriate activities have been included in each unit; however, teachers should utilize these activities to meet the specific writing needs of students. Throughout the course, students develop an understanding of the editing, proofreading, and publishing process. They incorporate accurate knowledge of grammatical and usage conventions, correct spelling, and appropriate punctuation as a prerequisite of effective writing.
4. Many of these activities allow students to review their personal background notes for sharing in a public format, either oral or written. This may be difficult for some students because of personal history, learning exceptionality, or other reasons. Teachers should be sensitive to an individual student's reluctance to share personal information and allow a student to use fictional characters or another information source as a substitute. The activities suggest alternate fictional resources or approaches that may be utilized as appropriate at these times.
5. The writers have provided examples of rubrics and checklists; teachers may wish to adapt or modify these rubrics for individual classes. As well, teachers should develop/find rubrics which meet the needs of their students. It would also be beneficial for students to have opportunities to participate in the development of appropriate rubrics and checklists to enhance and ensure understanding of assessment strategies and criteria.

6. As technology is used as a learning tool throughout the course, it is essential that teachers instruct students in its appropriate use. In particular, students may need instruction regarding:

- appropriate and safe use of equipment
- appropriate, safe and ethical use of e-mail
- appropriate, safe and ethical use of Internet web sites

The activities in this course recommend various methods for incorporating technology. However, at no time should students be allowed unrestricted or unsupervised access to any technology in a school setting. In particular, it is recommended that teachers preview all websites listed in this program for appropriateness and suitability for their own particular students, before allowing student access.

7. The selection of texts/readings should be representative of the cultural groups that make up the Canadian mosaic, and reflect, wherever possible, local interests and characteristics. Teachers should ensure that content is free of bias towards disabled people, belief systems, socio-economic status, or varying cultural, family, ethnic or gender groups. The teacher should evaluate all literature choices to ensure inclusivity for all students.
8. Teachers are encouraged to collaborate with parents and members of the community to implement the course fully. Some activities suggest opportune moments to incorporate local resources, but teachers of individual classes in diverse communities should be constantly aware of moments when the real world may be linked to the classroom.

Unit Organization

Unit 1: Finding Our Voices: Introduction and Diagnostic Activities

Time: 15 hours

Description

Students are introduced to the structure, processes and strategies needed to be successful in this English course, grade nine, secondary school, and daily life. Students receive orientation to reading habits, writing processes, oral communication, work, thinking and group skills. Students begin to explore the key elements of literature found within the four main units: narrative, exposition, poetry and drama. Diagnostic classroom activities provide the teacher with information in order to tailor the program to meet the needs of individual students.

Strand(s): Literature Studies and Reading, Writing, and Language

Overall Expectations: LRV.01, WRV.01, WRV.03, WRV.04, LAV.01, LAV.02, MEV.02.

Specific Expectations: LR1.01, LR1.04, LR1.06, WR1.01, WR1.04, WR3.01, WR4.03, WR5.01, LA1.01, LA1.02, LA1.03, LA2.01, LA2.02, LA2.03, LA2.05, LA2.07, ME2.02.

Unit 2: Story Telling: Narrative Voices

Time: 25 hours

Description

Students experience varied forms of narrative in order to develop inquiry skills, make connections, and extend their experiences. Students develop an understanding of reading strategies and the conventions of different forms of literature and language.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations: LRV.01, LRV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, MEV.02.

Specific Expectations: LR1.01, LR1.02, LR1.03, LR1.05, LR1.06, LR1.07, LR2.02, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR5.01, LA1.01, LA1.02, LA1.03, ME2.01.

Unit 3: Creative Voices

Time: 12.5 hours

Description

Students are exposed to a variety of poetic forms that exist in many guises throughout our society. Students examine songs, slogans, ballads, advertising jingles and advertising print as forms of poetry and poetic use of language. Traditional forms of poetry reflect student interest. Students examine the use of language, imagery, and stylistic techniques that characterize poetry's emphatic message. They gain an understanding that "poetry" is a constant in our lives conveying powerful emotions, experiences, and cultural characteristics. Students respond to and create a variety of expressions, concluding with the creation of a personal anthology.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations: LRV.01, LRV.02, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.01, MEV.02.

Specific Expectations: LR1.01, LR1.02, LR1.07, LR2.02, WR1.02, WR2.01, WR2.02, WR3.03, WR4.01, WR4.02, WR5.01, LA1.01, LA2.01, LA2.02, LA2.05, LA2.06, ME1.01, ME1.02, ME2.02.

Unit 4: Informational Voices

Time: 25 hours

Description

In this unit, students will use a variety of informational text to learn and understand more about themselves and their world, and to create their own messages. Students will read, write, view and create a variety of informational texts (e.g., newspapers, pamphlets, print and TV advertising, workplace and learning materials, etc.). The students will develop a variety of strategies to understand and interpret informational text, identify target audience and interpret explicit and implicit messages. In particular, students will explore how the characteristics of the intended audience help determine the content, tone and style of delivery in an emphatic message.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations: LRV.01, LRV.02, LRV.03, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.01, MEV.02.

Specific Expectations: LR1.01, LR1.02, LR1.03, LR1.04, LR1.05, LR1.06, LR1.07, LR2.01, LR2.02, LR3.01, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.01, WR3.02, WR3.03, WR4.02, WR5.01, LA1.01, LA1.02, LA1.03, LA2.06, ME1.01, ME1.02, ME1.03, ME1.04, ME2.02, ME2.03.

Unit 5: Dramatic Voices

Time: 12.5 hours

Description

In this unit, students will read, experience and participate in a variety of dramatic activities in order to explore conflict and characterization, understand motivation and other points of view, and experiment with dramatic presentation. Through their study of various forms of dramatic expression, students will respond to the liveliness of the dramatic form and practise communication skills for different audiences and different reasons.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations: LRV.01; LRV.02; LRV.03; WRV.01; WRV.02; WRV.03; WRV.04; WRV.05; LAV.01; LAV.02; MEV.01; MEV.02.

Specific Expectations: LR1.01; LR1.02; LR1.03; LR1.04; LR1.05; LR1.07; LR2.01; LR2.02; LR3.01; WR1.01; WR1.02; WR1.03; WR1.04; WR2.01; WR2.02; WR3.02; WR3.03; WR4.01; WR4.02; WR5.01; LA1.01; LA1.03; LA2.01; LA2.02; LA2.03; LA2.04; LA2.05; LA2.06; LA2.07; ME1.01; ME1.02; ME1.03; ME1.04; ME2.01; ME2.02.

Unit 6: Speaking Out: Expressing Our Voices

Time: 20 hours

Description

Students incorporate knowledge and skills from all units in a culminating class activity. With teacher assistance, students will develop an investigative study of an issue or theme of class, local or regional significance. Students practise the skills of narrative, poetic, dramatic, expository and media creation. They research an issue, select a specific audience, and develop written, oral, and media projects expressing ideas and opinions about the issue in order to create a real and meaningful difference in their community. Theme selection should directly correspond to student interests, abilities, and potential to provide real and significant leadership opportunities. Some themes or projects could include: Smoke-Free Schools, Environmental Awareness, Drug-Free Lifestyles, Cultural Studies, Literacy Promotion. The theme should directly correspond to student interests, abilities, and potential to provide real and significant leadership opportunities.

Strand(s): Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations: LRV.01, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05, LAV.01, LAV.02, MEV.02.

Specific Expectations: LR1.01, LR1.02, LR1.04, LR1.05, LR1.06, LR1.07, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR5.01, LA1.03, LA2.01, LA2.02, LA2.03, LA2.04, LA2.05, LA2.06, ME2.01, ME2.02.

Image of the Learner

The majority of the activities have been developed based on prior learning essential for the individual student to succeed. This is intended to reflect the nature of the learners in this program. These students often may:

- possess a wide range of knowledge, abilities, and skills in each of reading, writing, speaking, listening, viewing, and presenting. Students may range from non-readers to fluent and sophisticated readers; non-speakers to articulate and powerful speakers; non-writers to creative and accurate writers, etc.;
- possess a wide range of knowledge, abilities and skills. Students who may have sophisticated speaking skills may be non-writers; students with a wide range of general knowledge and thinking skills may be non-readers, etc.;
- have behavioural, maturational, social, and cultural experiences that have influenced their progress in school;
- have attendance patterns ranging from perfect to highly erratic and unpredictable;
- have had life- and school-experiences that necessitate a program that consciously develops and recognizes opportunities to provide growth in self-esteem, self-worth, confidence, and appropriate and safe risk-taking;
- have a wide range of physical, emotional, developmental, and/or behavioural needs that must be addressed throughout any and all activities;
- have a range of interests, strengths, and priorities that are often focused outside the classroom. Much school success can be obtained when class activities are directly related to these areas of interest and strength;

-
- have a variety of directions available to them at the conclusion of the Grade 9 Essential English program. Some students will continue to the English, Workplace course in Grade 11. Other students may continue in grade 10 English, Applied (or even Academic), while still others may most appropriately be served by a modified program with a literacy and life skills focus. Any program should build in flexibility to ensure that student are adequately prepared to proceed at the most appropriate level in future courses.

Thus, a wide range of activities, resources, and assessment and evaluation strategies is essential throughout all stages of the program.

It is suggested that each class in the Essential English program provide opportunities to the students for:

- reading, either to themselves or to others;
- writing, in Response Journals and other forms;
- listening, to auditory texts, peers and the teachers;
- practising appropriate language usage, grammar, and spelling conventions;
- making real life connections between the classroom activities and the world, especially the world of work;
- making personal connections between classroom activities and their own lives;
- assessment opportunities, by themselves, by peers, and by the teacher, providing feedback that allows them to build on personal strengths;
- using instructional technology on a regular and on-going basis for research, drafting, editing, and polishing of materials.

Prior Learning Required

On-going teacher-diagnosis and assessment of the strengths and needs of the students are important and include reading, writing, vocabulary development, listening, and speaking skills, learning style, etc. In all activities, teacher flexibility will be necessary to adapt, modify, and teach specific elements of the activities to allow students to meet the expectations of the program.

However, the course activities assume that students have had some prior experience with:

- working in a variety of classroom settings;
- rules and expectations for classroom behaviour and learning success;
- working in a group and practising team work skills;
- co-operative group learning terms;
- paper and pencil tasks: quizzes, worksheets, journal responses, charts, graphic organizers;
- basic concepts such as: sequence of a story, similarities and differences, plot, character, setting, theme, lesson, etc.;
- structural elements of texts: title page, table of contents, graphic illustrations, etc.;
- a variety of genre: narrative, drama, poetry, exposition, etc.;
- the writing process: ideas, organization, rough draft, revision, editing, polished copy etc.;
- punctuation, spelling, and grammar and usage conventions;
- working with information technology to word process, access web sites, etc.;
- presenting orally to another student, the teacher, or a small group.

In particular, students will have experiences a variety of learning experiences and activities as prescribed by the following OSS Policy documents:

Ontario Ministry of Education and Training. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education. *Cooperative Education: A Resource Guide*. Toronto: Queen's Printer, 1980.

Ontario Ministry of Education. *Handbook for Teachers of Students With Learning Disabilities*. Toronto: Queen's Printer, 1980.

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 1-8 Language*. Toronto: Queen's Printer, 1997.

Ontario Ministry of Education and Training. *Provincial Standards Language. Grades 1-9*. Toronto: Queen's Printer, 1995.

Assessment and Evaluation

Assessment and evaluation for the students in this program is most appropriate when it allows for:

- regular and frequent formative assessment with consistent feedback;
- a variety of assessment tools and methods other than pencil and paper;
- building on the student's capabilities and strengths;
- concrete, specific and incremental steps that specify exactly what is required to succeed;
- performance based, authentic assessment: performing for "real" reasons;
- problem-based learning;
- a variety of teaching and learning styles;
- building in of organizational strategies and timelines to model how to become increasingly independent and responsible for their own learning;
- peer and teacher monitoring of achievement and success;
- de-emphasis on the "mark" as a motivator and building in other intrinsic and extrinsic rewards (e.g., parent phone call with good news, certificates, class/school recognition, celebrations – formal and informal, etc.);
- student participation in the development of assessment tools such as checklists and rubrics;
- the use of technology for research, composition of drafts, and creation of polished finished products.

Cumulative Evaluation

The course has been designed to incorporate a final cumulative evaluation of 30%. The suggested approach is:

20% Unit 6: Process, Product and Presentation

10% Final test

Resources

School and Employability Skills

Bernard Jeanne, Taline Kavoukian, Fran Lloyd, Dave Studd, and Ron Tauer. *You've Got It – Use It: Strategies and programs that empower students at risk (to stay in school)*. Toronto: OSSTF/The Learning Consortium, 1995. ISBN 0-920930-64-6

Bennett, Barrie and Peter Smilanich. *Getting Started: Classroom Management*. ISBN 0-9695388-1-2

Breeder, Terri and Emalie Egan. *Strategies and Activities to Raise Student Achievement*. Nashville: Incentive Publications, Inc., 1995. ISBN 0-86530-315-0

Clarke, Judy, Ron Wideman, and Susan Eadie. *Together We Learn: Cooperative Small Group Learning*. Scarborough: Prentice-Hall, 1990. ISBN 0-13-924556-1

DeWaard, Rhonda. *Learning is the Future*. USA: Instructional Fair, Inc., 1988.

Hewitt, Jean D. *Playing Fair: A Guide to the Management of Student Conduct*. Vancouver: EduServ, 1992.

Reading, Literacy, and Language

Bunnell, Jean. *400 Words That Work: A Lifeskills Vocabulary Program*. Maine: J. Weston Walch, Publisher, 1992. ISBN 04104-0658

Canadian School Book Exchange (used texts; call toll free: (800-335-5043; 905-828-7200; FAX 905-828-7210)

Costello, C., T. Palmer, and M.L. Smitheram. *Contacts: Teaching Literacy and Communication Across the Curriculum*. Toronto: OSSTF, 1997. ISBN 0-920-930-84-0

Cunningham, Patricia, and Dorothy Hall. *Month By Month Phonics for Upper Grades*. North Carolina: Carson-Dellosa Publishing Company, 1998. ISBN 0-88724-473-4

Dressel, Mark. *Grammar Grades 7 – 8*. ISBN 1-56822-137-1

Elliott, Rebecca. *Painless Grammar*. New York: Barron's Educational Services, Inc., 1997. ISBN 0-8120-9781-5

Groeber, Joan F. *More Than 100 Tools for Literacy in Today's Classroom*. Illinois: Skylight Publishing, 1999. ISBN 1-57517-143-0

Hancock, Lisa, Jean Richert, and Mollie Brittenun. *Reading Comprehension: Grades 7 – 8*. USA: Instructional Fair, Inc., 1995. ISBN 1-56822-135

Media Literacy: Resource Guide. Toronto: Ministry of Education, 1989. ISBN 0-7729-5090-3

Pacemaker's Passage to Basic English. Scarborough: Globe Fearon (Prentice Hall Ginn), 1999. ISBN 0-835-93463-2

Schramper, Betty. *Basic English Grammar*. New Jersey: Prentice Hall Regents, 1996. ISBN 0-13-368317-6

Taggart, Robert. *Power Basics: Integrated Language Skills*. Maine: J. Weston Walch, 1998. ISBN 0-8251-3556-7

Wilhelm, Jeffrey D. *"You Gotta Be the Book": Teaching Engaged and Reflective Reading with Adolescents*. New York: Teachers College Press, 1997. ISBN 0-8077-3566-3

Yohe, Tom and George Newall. *School House Rock: The Official Guide*. New York: Hyperion, 1996. ISBN 0-7868-8170-4

Web sites

Academy of Reading

<http://www.autoskill.com>

Contains information on the “Teacher’s Workbook” for the *Academy of Reading*, a comprehensive software program created to help children and adults realize their full reading potential. Copyright Autoskill International, 1994, 1997.

Reading Capabilities

<http://www.readbygrade3.com/>

Provides links to reading and reading disabilities sites.

Resources for Teachers

Instructional Technology

Shipton, John. *Connections: Learning and Teaching the New Technology. A Resource Book*. Toronto: OSSTF, 1996. ISBN 0-920930-74-3

Assessment and Evaluation

Cornfield, R.J., Kathleen Coyle, Beverley Durrant, Karl McCutcheon, John Pollard, and William Stratton. *Making the Grade: Evaluating Student Progress*. Scarborough: Prentice-Hall, 1987.

Midwood, Dale, et al. *Assess for Success: Assessment, Evaluation and Reporting for Successful Learning*. Toronto: OSSTF Educational Services, 1993.

Teaching Strategies

Bellanca, James. *The Cooperative Think Tank: Graphic Organizers to Teach Thinking in the Cooperative Classroom*. Illinois: IRI/Skylight Publishing, 1990. ISBN 0-932935-45-1

Bellanca, James. *The Cooperative Think Tank II: Graphic Organizers to Teach Thinking in the Cooperative Classroom*. Illinois: IRI/Skylight, 1992. ISBN 0-932935-44-3

Parry, Terrence and Gayle Gregory. *Designing Brain Compatible Learning*. Illinois: Skylight, 1998. ISBN 1-57517-042-6

Ur, Penny and Andrew Wright. *Five Minute Activities: A Resource Book of Short Activities*. Cambridge: Cambridge University Press, 1992. ISBN 0-521-39781-2

Winebrenner, Susan. *Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students*. Minneapolis: Free Spirit Publishing, 1996. ISBN 1-57542-004-X

Videos

“Multiple Perspectives”. The Metropolitan Toronto School Board. 1994.

“Literacy: Strategies for Teachers by Teachers (Building Literacy in the Classroom).” The Metropolitan Toronto School Board. 1997.

Web sites

Mr. Reynold’s Home Page

<http://www.woodward.k12OK.US/~reynoldsk/poetry.htm>

Lesson plans for teachers, students and parents: film study, book reports, independent novel study, and poetry.

Outta Ray’s Head

<http://www3.sympatico.ca/ray.saitz>

A collection of lessons with handouts for poetry, autobiography, literature, writing, lyrics, and short stories.

Course Evaluation

The teacher and students should evaluate the purpose, content, methodologies and strategies at various times throughout the course. Ideal times would be at the end of each unit and at the end of the course. A sample template that teachers may adapt for use to obtain student input into the course has been provided in Appendix B: Assessment Tools.

Appendix A

Coded Expectations: Essential English (for a locally developed course)

Literature Studies and Reading

Overall Expectations

LRV.01

- select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;

LRV.02

- demonstrate an understanding of the elements of key literary and informational forms, with an emphasis on the features of textbooks, newspaper articles, short narratives, plays, and business letters;

LRV.03

- identify and explain the effect of specific elements of style in informational texts.

Specific Expectations

Understanding the Meaning of Texts

LR1.01

- demonstrate their understanding of text by: making inferences, drawing conclusions and supporting opinions about the text, and by making personal connections to issues and ideas in the text;

LR1.02

- read texts for a variety of purposes, with an emphasis on selecting texts to extend personal knowledge, and gather information for writing and discussion;

LR1.03

- demonstrate and apply strategies that good readers use to understand what they are reading (e.g., access prior knowledge, self-correct; reread; predict; read ahead to confirm meaning; skim; scan);

LR1.04

- use the features of the text to locate the information they need (e.g., table of contents, indices, headings, bold words and phrases, synopsis on the back cover of a novel);

LR1.05

- use strategies to remember what they read (e.g., graphic organizers, charts, diagrams);

LR1.06

- set personal goals for reading, demonstrating both to their teachers and to themselves their reading progress over time;

LR1.07

- use Response Journals to record reactions to texts read for personal and academic purposes.

Understanding Forms of Text

LR2.01

- use their knowledge of the features of texts (e.g., table of contents, indices, headings, bolded words and phrases, synopsis on the back cover of a novel) to locate, understand and use information for a variety of purposes;

LR2.02

- describe the elements of different text forms (e.g., short stories, plays, textbooks, newspapers, poetry, business letter).

Understanding Elements of Style

LR3.01

- explain how authors and editors use design elements (e.g., bolded/highlighted key words and phrases; margin notes; titles, charts, illustrations) to help convey meaning in texts.

Writing

Overall Expectations

WRV.01

- use specific strategies to gather information and to generate ideas for written work;

WRV.02

- select and use different literary and informational forms (e.g., procedures/instructions, explanations, supported opinions, reports, short anecdotal narratives, letters, Career Plan, Annual Education Plan) for different audiences and different purposes;

WRV.03

- use an organizational pattern to structure ideas for writing texts;

WRV.04

- use strategies for revising written work;

WRV.05

- use strategies for editing and proofreading written work, with an emphasis on the conventions of Standard Canadian English.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01

- use a variety of strategies to generate sufficient content and ideas for writing (ie., brainstorming a topic together as a class, creating questions to guide research, free writing, conferring with peers for ideas, prompts and open-ended statements);

WR1.02

- locate and record (e.g., using key graphic organizers) information and ideas, from print and electronic sources (e.g., films, magazines, novels, biographies);

WR1.03

- use strategies to categorize and sort information and ideas as a pre-writing activity (e.g., highlight two characters in a story);

WR1.04

- use Response Journals as a source of information and ideas for writing assignments.

Choosing the Form to Suit the Purpose and Audience

WR2.01

- identify their purpose for selected pieces of writing;

WR2.02

- identify the audience for selected pieces of writing.

Organizing Information and Ideas in Written Work

WR3.01

- use key words in questions or prompts to present appropriate information and ideas in homework answers;

WR3.02

- structure expository paragraphs with clear and complete topic, supporting and concluding sentences;

WR3.03

- use a simple organizational plan such as chronological order, or compare/contrast, to structure body paragraphs in a short report, following teacher modeling and shared writing of the form.

Revising Drafts

WR4.01

- use revision strategies (e.g., checklists and prompts to add details, delete irrelevant details, rearrange ideas; read the piece aloud to a peer to check for understanding; select from a list of connecting words to link ideas) to produce clear, complete writing;

WR4.02

- use the feedback of others to improve the quality of ideas and organization in the writing.

Editing, Proofreading and Publishing

WR5.01

- use strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

WR5.01G

- apply rules of capitalization (e.g., to denote proper nouns; to begin sentences; in abbreviations; to open direct speech; in words within titles; in conventions of business and personal letter);

WR5.02G

- identify the parts of speech (e.g., nouns, verbs, adjectives, adverbs, pronouns) to identify errors in their own writing;

WR5.03G

- use knowledge of the sentence to understand why a sentence is or is not complete (e.g., subject, object, predicate; phrases; adjective and adverb phrases; prepositional phrases; subordinate clauses);

WR5.04G

- use a variety of sentence types;

WR5.05G

- make nouns and pronouns agree in number and gender;

WR5.06G

- make subjects and verbs agree;

WR5.07G

- use consistent verb tense in narrative writing.

Spelling

WR5.01S

- use spelling rules and strategies to improve spelling (e.g., dividing words into syllables; forming plurals; doubling the final consonant before a suffix; using hyphens for some compound words; using "i" before "e" pattern);

WR5.02S

- make correct choices when spelling homophones and similar-sounding words;

WR5.03S

- spell high frequency words accurately;

WR5.04S

- use the apostrophe correctly in contractions and possessives;

WR5.05S

- use a variety of spelling resources to improve spelling (e.g., spell-checkers, dictionaries).

Punctuation

WR5.01P

- use punctuation correctly in their writing (e.g., period; question mark; exclamation mark; comma; quotation marks).

Language

Overall Expectations

LAV.01

- use vocabulary and language conventions to read, write, and speak clearly and correctly;

LAV.02

- use listening techniques and oral communication skills to participate in large and small group discussions for a variety of purposes.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01

- use strategies to expand vocabulary (such as personal word lists, interesting words, class word lists, class dictionaries, class lessons on categorizing words) gained from a variety of real and relevant contexts (environmental print; words shared class reading; personal reading; class discussion; through conferring with peers about their writing; from viewing various media; specialized vocabulary from reading and writing in other subject areas);

LA1.02

- set goals for vocabulary development (e.g., learn and use five new words per week) and show evidence of a growing vocabulary in their oral language and in writing;

LA1.03

- select appropriate words and phrases to suit the audience and the purpose, showing an understanding of the difference between language used in the classroom and the language used with peers.

Developing Listening and Speaking Skills

LA2.01

- demonstrate the skills necessary for working successfully in groups (participate in setting the task; assume a positive role in the group; give ideas to further the work of the group; disagree in an agreeable way, giving reasons; stay on task; assume personal responsibility for completing tasks);

LA2.02

- use key listening techniques and oral communication skills to accomplish tasks in groups (listen to and follow instructions; ask questions to clarify instructions, information, and ideas; listen to the ideas of others, waiting for one's turn to speak; speak respectfully to others, using appropriate language; restate important information in own words);

LA2.03

- follow classroom rules for respectful speaking in turn;

LA2.04

- respond to questions providing sufficient support for opinions;

LA2.05

- demonstrate appropriate listening behaviours (e.g., eye contact, leaning toward the speaker, not talking);

LA2.06

- make a short oral presentation (e.g., participation in readers' theatre presentation of script; rehearsed reading for the class; choral or group reading of a poem; a brief review of a media event - film, TV show, sports event; a brief book review; a brief summary of a research report), appropriate to the students' level of confidence, to the class or small group;

LA2.07

- set goals to improve classroom behaviour and work habits.

Media Studies

Overall Expectations

MEV.01

- identify and describe the elements, intended audiences, and production practices of a variety of media forms;

MEV.02

- use knowledge of a variety of media forms, purposes, and audiences to create media works.

Specific Expectations

Analysing Media and Media Works

ME1.01

- demonstrate developing critical thinking skills by identifying the differences between explicit and implicit messages in media works;

ME1.02

- identify and describe the elements used to structure media works in a variety of forms (e.g., sound effects and music in drama, colour, image and text in magazine advertisements);

ME1.03

- compare the reactions of different people or groups to a variety of media works;

ME1.04

- identify factors that influence media production, distribution, and advertising.

Creating Media Works

ME2.01

- adapt a work for presentation in another media form (e.g., wanted poster of a main character);

ME2.02

- create media works for different purposes and different audiences (e.g., poster promoting a school event, collage expressing a point of view).

Appendix B: Assessment Tools

1. Student Checklist: Group Roles and Skills
2. Student Checklist: Self and Peer Editing
3. Rubric for Media Projects
4. Unit and Course Evaluation Questionnaire for Students

Student Checklist: Group Roles and Skills

This checklist has been developed to relate directly to the overall and specific expectations in Language as listed in the adapted course. (See LA2.01, LA2.02, LA2.04, LA2.05.) It is intended as a sample only.

Adapt the checklist as appropriate to the strengths and skills of the individual students in the class. Such adaptations may include:

- introducing the skills at various times, in various groupings;
- focusing on one particular skill only during an activity (e.g., making positive comments) and teaching specific strategies for working in a group (e.g., checking that everyone understands);
- adding other roles and skills according to class development, skills and needs.

Students may also be offered an opportunity to participate in developing a rubric to assess degree of effectiveness in working in a group.

Task Skills for Working in a Group			
While I was in the group I	Often	Sometimes	Rarely
1. Participated in setting the task			
2. Offered ideas about the task			
3. Gave reasons for the ideas			
4. Disagreed with the ideas of others politely			
5. Stated reasons for disagreeing			
6. Stayed on task in the group			
7. Took responsibility for completing the task			

Communication Skills for Working in a Group			
While I was in the group I	Often	Sometimes	Rarely
1. Listened to the teacher's instructions about the task			
2. Asked questions for clarification about the task			
3. Listened to the ideas of others			
4. Waited for my turn to speak			
5. Made eye contact with the speakers/listeners			
6. Used appropriate body language for listening			

Student Checklist: Self and Peer Editing

This checklist has been developed to correspond to the specific expectations as outlined in the Writing section of the Adapted course, and is intended as a sample only. (See WR5.01G, WR5.03G, WR5.04G, WR5.05G, WR5.06G, WR5.07G, WR5.01P)

Teachers should teach specific conventions as appropriate, and particularly in direct relation to student writing needs. As well, teachers should add or delete from the list as student skills and needs require.

Ideas and Organization			
The ideas in this piece of writing	Yes	No	N/A
1. have a clear topic sentence			
2. have supporting detail to give further information			
3. have a clear and complete concluding sentence			
4. are written in paragraph form			
5. are linked together with connecting words			
6. have a clear purpose that is obvious to the reader			
7. are expressed in language that is appropriate to the reader			

Language, Grammar and Usage			
Capital Letters have been used:	Yes	No	N/A
1. for proper nouns (e.g., names)			
2. to begin sentences			
3. in all titles			
4. to open direct speech			
5. correctly for a personal letter			
6. correctly for a business letter			

Sentences:	Yes	No	N/A
1. are all complete with a subject and a verb (predicate)			
2. are varied			
3. end with the appropriate punctuation: period, question mark, exclamation mark			
4. use commas in the appropriate places			
5. have verbs that agree with the subject			
6. have verbs that agree with each other in tense			
7. have pronouns that agree with the nouns			
8. contain no words with errors in spelling			

Rubric for Media Products

	Level 1	Level 2	Level 3	Level 4
Organization and Preparation	<ul style="list-style-type: none"> - limited preparation and poor organization - lacks connection between ideas generated and examples demonstrated 	<ul style="list-style-type: none"> - organization is attempted but is incomplete - needs additional connections between the ideas and more examples 	<ul style="list-style-type: none"> - organization of the illustrations is clear and concise - ideas and examples demonstrated are well linked 	<ul style="list-style-type: none"> - organization is creative and preparation is readily evident - creative use of ideas, examples and resources
Knowledge of the Topic	<ul style="list-style-type: none"> - lacks clarity and purpose; little attempt made to achieve the purpose 	<ul style="list-style-type: none"> - states the purpose but does not effectively achieve it 	<ul style="list-style-type: none"> - topic is focused and authentically achieves the purpose 	<ul style="list-style-type: none"> - topic is focused, clear and authentically and creatively achieves the purpose
Creativity of the Product	<ul style="list-style-type: none"> - final media product is not neat and lacks necessary detail - little attempt made to engage the audience 	<ul style="list-style-type: none"> - final product's appearance has limited impact - some attempt made to engage the audience 	<ul style="list-style-type: none"> - final product's appearance is attractive and creative - engages the audience to be receptive 	<ul style="list-style-type: none"> - final product's appearance is uniquely creative - engages the audience to be responsive
Stimulates Discussion and Interest	<ul style="list-style-type: none"> - minimal attraction for the audience, illustrations are unclear - limited detail and originality 	<ul style="list-style-type: none"> - some attraction for the audience - some details provide original concepts 	<ul style="list-style-type: none"> - attraction provides opportunity for discussion and initiates audience interest - variety in detail provides originality 	<ul style="list-style-type: none"> - attraction provides the audience with extreme interest and involvement - illustrations and details are very original

Unit and Course Evaluation Questionnaire for Students

This evaluation is for Unit: _____ (number and title).

Teacher: _____

1. During this unit, the most important things I learned were: _____

1. The least important thing I learned in this unit was: _____

2. I really enjoyed learning about: _____

3. I did not like learning about: _____

4. The best thing we read in this unit was: _____

5. I wish we had not read: _____

6. I think this unit needs more of: _____

7. Maybe next time we could try: _____

8. The best activity in this unit was: _____

9. The skill that I improved on the most in this unit was: _____

10. The skill that I still would like to improve on is: _____

11. The thing that my teacher does best in this course is _____

12. I would like my teacher to do more of: _____

13. Circle your choice: (1 – dislike; 2 – not bad; 3 – good; 4 – great; 5 – it rocks!)

Unit Rating: 1 2 3 4 5

Comment:

Course Rating (so far) 1 2 3 4 5

Comment:

