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| **UNIT ONE** | **UNIT TWO** |
| **All that I am: The Search for Self (Semester 1)****Other Possible Units:*** Exploring Loyalty, Love, & Relationships (Semester 2)

**Themes*** Personal & Philosophical
* Looking inward
* Focusing on self-image & self-esteem
* Reflect on self, life, and on beliefs and values of society
 | **Indigenous & Norse Narratives (Semester 1)****Other Possible Units:*** Looking Beyond- Imagining New Worlds & the Future
* Laugh Lines
* Endless Possibilities

**Themes*** Imaginative & Literary
* Consider imaginary worlds and possibilities
 |
| **Questions for Deeper Understanding*** From where does our sense of identity come?
* What makes each person unique and interesting?
* How do people express their individuality?
* How do people change as they journey through life?
* How do we keep our self-identity yet, at the same time, become part of a community?
 | **Questions for Deeper Understanding*** Why do people tell stories?
* How do these stories help people understand their world?
* What lessons do we learn about people through these tales?
* How are these stories and tales alike and different?
* Why is it important for each generation to hear and to retell these tales?
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| **UNIT THREE** | **UNIT FOUR** |
| **Conflicts, Challenges, Issues, & Choices: Doing the Right Thing (Semester 1)****Other Possible Units:*** Taking Risks; Setting Limits
* Equal Opportunity

**Themes*** Social, Cultural, & Historical
* Looking outward
* Examining relationships with others, community, and the world
* Reflect on self and life
* Reflect on beliefs and values of self and community
 | **Exploring Love, Loyalty, & Relationships (Semester 2)****Other Possible Units:*** All that I Am – The Search for Self (Semester 1)

**Themes*** Personal & Philosophical
* Looking inward
* Focusing on self-image and self-esteem
* Reflect on self, life, and on beliefs and values of society
 |
| **Questions for Deeper Understanding*** What is the right thing to do? How do we know?
* What are our rights, responsibilities, and freedoms?
* What causes conflict or makes something an issue?
* What causes conflict or makes something an issue?
* How do individuals and groups best deal with and resolve conflicts and address issues?
* What qualities help people deal with conflicts and issues successfully?
 | **Questions for Deeper Understanding*** Why do people need each other?
* What does it mean to be a loyal and true friend?
* What does it mean to belong and be loyal to our family?
* What does it mean to be in love?
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| **UNIT FIVE** | **UNIT SIX**  |
| **Surviving & Conquering (Semester 2)****Other Possible Units:*** Building a Better Planet
* In Touch
* Final Frontier

**Themes*** Environmental & Technological
* Explore elements of the natural and constructed world
* Explore the role of technology and related developments in society
 | **Our Shared Linguistic & Cultural Roots (Semester 2)****Other Possible Units:*** Listen to the Music
* Side by Side
* Image & Information

**Themes*** Communicative
* Consider the role of communication in their lives
* Consider the ideas and technologies that help people become effective communicators
 |
| **Questions for Deeper Understanding*** What does it take to survive on planet Earth and in our society?
* What kinds of survival challenges have others faced?
* What decisions do people have to make to survive?
* How can we help one another survive?
* Why is it important to do more than just survive?
 | **Questions for Deeper Understanding*** When, where, and how was English first used and by whom?
* How does a linguist analyze and explain the English language?
* How do we learn a language such as English?
* How is English used by different people in different roles and occupations?
* How is language affected by gender, age, ethnic heritage group, and educational background?
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| MUST DO WRITING/REPRESENTING | MUST DO READING | POPULAR READING CHOICES |
| * A profile of a character CC9.8a
* Narrative Essay CC9.8a
* Research Report CC9.8a
* Persuasive Writing (review) CC9.8a
* Describe a scene CC9.8b
* A Personal Essay CC9.8b
* Multi-paragraph letter to explain & inform CC9.8b
* Letter to the editor CC9.8b
* Individual Inquiry Project CC9.2a/b
* Multimedia presentation (using video, audio files, etc) CC9.5a/b
* *Writing: 1000 word multi-paragraph pieces*
 | **Literary**150+ wcpm orally215-260 wcpm silently  | **Short Stories*** Beowolf
* The Jade Peony
* On the Sidewalk Bleeding
* *See Anthologies below*

**Novels*** The Outsiders
* Inkheart
* City of Ember
* The Breadwinner
* Parvana’s Journey
* Shattered
* Overdrive
* Call it Courage
* Charlie Wilcox
* Charlie Wilcox’s Great War
* The Hobbit
* The Giver
* Cowboys Don’t Cry
* A Night to Remember
* Z is for Zacariah
* The Earth, My Butt, and Other Big Round Things

**Plays*** Beware the Quickly Who
* Romeo & Juliet
* A Midsummer Night’s Dream
* King Arthur and His Knights
* The Brute
* Sprouts: An Anthology of Plays

**Poetry*** The World’s Shortest Pessimistic Poem by Robert Zend
* Pet Name
* To My Son
* How feel I do?
* *See Anthologies below*

**Non-Fiction/ Informational*** Live Ink: Don’t Label Me!
* Live Ink: Out Loud
* Live Ink: Looking for me?
* I Live In a Language that’s Not Mine – Carmen Rodriguez
* Bodies Under Construction: Teen Cosmetic Surgery
* Brave New World – Same Old Stereotypes
* Homer Simpson – Harmless and Dumb: Dad or Dangerous
* Wearing my Faith

**Anthologies*** Crossroads 9
* Identities 9
* Sightlines 9
* ResourceLines 9
* Language and Writing 9
* Live Ink Series
* Nelson Literacy 9
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| COMPREHEND & RESPOND |
| OUTCOME | **I CAN STATEMENTS** |
| CR9.1a: View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing) | * I can view, listen to, read, comprehend, and respond to different visual, oral, print, and multimedia texts.
 |
| CR9.1b: View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering). | * I can view, listen to, read, comprehend, and respond to different visual, oral, print, and multimedia texts.
 |
| CR9.2a & CR9.2b: Select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing, listening, and reading | * I can select and use appropriate before, during, and after strategies when viewing, listening, and reading.
 |
| CR9.3a & CR9.3b: Use pragmatic (e.g., language suitable for intended audience), textual (e.g., author’s thesis or argument, how author organized text to achieve unity, coherence, and effect), syntactic (e.g., parallel structures), semantic/lexical/morphological (e.g., connotation and denotation), graphophonic (e.g., common spellings and variants for effect or dialect), and other cues (e.g., fonts, colour) to construct and to confirm meaning. | * I can identify how a specific type of language has been used for a specific purpose, an author has organized a text to highlight a main idea or message, an author has used sentence constructions and specific words to convey meaning, specific words have effected a text and how fonts, colour or other cues have been used to construct meaning.
 |
| CR9.4a: View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose. | * I can view and demonstrate understanding of visual and multimedia texts, extract ideas from these texts, and synthesize and summarize ideas from more than one visual or multimedia source.
 |
| CR9.4b: View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources | * I can view and demonstrate comprehension of visual and multimedia texts, extract ideas from these texts, and synthesize and summarize ideas from more than one visual or multimedia source.
 |
| CR9.5a: Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches. | * I can listen to understand, analyze, and evaluate oral texts from a range of texts including: conversations, discussions, interviews, speeches and directions, recognize a train of thought and identify the main ideas in a presentation and recognize presentation techniques in a presentation.
 |
| CR9.5b: Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including directions and speeches, recognizing train of thought, main points, and presentation techniques | * I can listen to understand, analyze, and evaluate oral texts from a range of texts including: conversations, discussions, interviews, speeches and directions, recognize a train of thought and identify the main ideas in a presentation and recognize presentation techniques in a presentation.
 |
| CR9.6a & CR9.6b: Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response. | * I can read grade-level appropriate texts and demonstrate comprehension and interpretation of such texts.
 |
| CR9.7a & CR9.7b: Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing. | * I can read and show an understanding of a range of informative texts.
 |
| CR9.8a & CR9.8b: Read grade 9 appropriate texts to increase fluency and expression (150+wcpm orally; 215-260 silently). | * I can read grade-level appropriate texts at a rate appropriate for my grade level.
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|  COMPOSE & CREATE  |
| OUTCOME | **I CAN STATEMENTS** |
| CC9.1a: Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing). | * I can create various visual, oral, written, and multimedia (including digital) texts.
 |
| CC9.1b: Create various visual, multimedia, oral, and written texts that explore identity (e.g., Exploring Loyalty, Love, and Relationships), social responsibility (e.g., Equal Opportunity), and efficacy (e.g., Surviving and Conquering). | * I can create various visual, oral, written, and multimedia (including digital) texts.
 |
| CC9.2a & CC9.2b: Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts. | * I can use inquiry to explore my understanding of a particular topic, question, or issue related to the themes being studied and create and present an individual project.
 |
| CC9.3a & CC9.3b: Select and use appropriate strategies to communicate meaning before (e.g., considering and valuing own observations, experiences, ideas, and opinions as sources for ideas), during (e.g., shaping and reshaping drafts with audience and purpose in mind), and after (e.g., ensuring that all parts support the main idea or thesis) speaking, writing, and other representing activities. | * I can select and use appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.
 |
| CC9.4a & CC9.4b: Use pragmatic (e.g., inclusive language that supports people across cultures, genders, ages, and abilities), textual (e.g., strong leads, coherent body, and effective endings), syntactic (e.g., subordination to show more precisely the relationships between ideas), semantic/lexical/morphological (e.g., both the denotative and connotative meaning of words), graphophonic (e.g., knowledge of spelling patterns and rules to identify, analyze, and correct spelling errors), and other cues (e.g., combine print and visuals to enhance presentations) to construct and to communicate meaning. | * I can use language cues and conventions to help me communicate.
 |
| CC9.5a: Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose. | * I can create and present different kinds of visual and multimedia presentations to represent my message for a specific audience and purpose.
 |
| CC9.5b: Create and present a variety of visual and multimedia presentations including addressing various audiences for one proposal. | * I can create and present different kinds of visual and multimedia presentations to represent my message to various audiences.
 |
| CC9.6a & CC 9.6b: Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulating and explaining personal viewpoint, discussing preferences, speaking to extend current understanding, celebrating special events and accomplishments). | * I can use oral language appropriately as I work with others in pairs, small groups, and large group situations.
 |
| CC9.7a & CC9.7b: Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints. | * I can intentionally use oral language to express information and ideas in both formal and informal situations.
 |
| CC9.8a: Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review). | * I can write to describe, narrate, explain, inform, and persuade.
 |
| CC9.8b: Write to describe (a description of a scene), to narrate (a personal essay), to explain and inform (a multi-paragraph letter), and to persuade (a letter to the editor). | * I can write to describe, narrate, explain, inform, and persuade.
 |
| CC9.9a & CC9.9b: Experiment with a variety of text forms (e.g., debates, meetings, presentations to unfamiliar audiences, poetry, précis, short script, advice column, video documentary, comic strip) and techniques (e.g., tone, persona, point of view, imagery, dialogue, figurative language). | * I can try using different text forms and techniques.
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| ASSESS & REFLECT |
| OUTCOME | **I CAN STATEMENTS** |
| AR 9.1a and AR 9.1b: Assess personal strengths and needs as a viewer, listener, reader, representer, speaker, and writer and contributions to the community of learners, and develop goals based on assessment and work toward them. | * I can assess my personal strengths and weaknesses as a viewer, listener, reader, presenter, speaker, and writer and as a contributor to the classroom community. I can develop goals based on my own self-assessment and work towards achieving them.
 |
| AR 9.2a and AR 9.2b: Assess own and others’ work for clarity, correctness, and impact. | * I can assess my own and others’ work for clarity, correctness, and impact.
 |