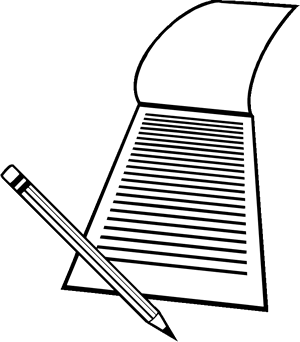
****Grade 9: Writing Choice Board

**Name:**

**MUST DO:**

|  |
| --- |
| Researched report  CC9.1, CC9.8 |

CC9.8: all 4 written pieces must be at least 1500 words.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Must use:

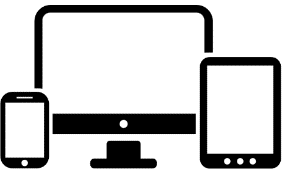
|  |
| --- |
| Inclusive language that supports people across cultures, genders, ages, and abilities  CC9.4 |

**MAY DO:**

|  |  |  |
| --- | --- | --- |
| Profile of a character  CC9.1, CC9.8 | Narrative essay  CC9.1, CC9.8, CC9.9 (dialogue, imagery) | Review  CC9.1, CC9.8 |

Grade 9: Representing Choice Board

**Name:**

****

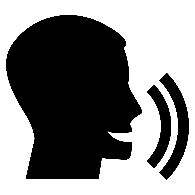
**MUST DO:**

Must do 8 of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Comic strip  CC9.1, CC9.5, CC9.9 | Storyboarding, scripting, or concept mapping  CC9.1, CC9.5 | Convert information into chart, maps, graphs, drawings, or movement  CC9.1, CC9.5 | Integrate sound effects, mime, graphics, physical movement, short video clip into an oral or written representation  CC9.1, CC9.5 |
| Video documentary  CC9.1, CC9.5, CC9.9 | Book jacket  CC9.1, CC9.5 | Meeting  CC9.1, CC9.9 | Presentation to unfamiliar audience  CC9.1, CC9.9 |
| Précis  CC9.1, CC9.9 | Short script  CC9.1, CC9.9 | Advice column  CC9.1, CC9.9 |  |

**MAY DO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Tone  CC9.9 | Persona  CC9.9 | Point of view  CC9.9 | Figurative language  CC9.9 |

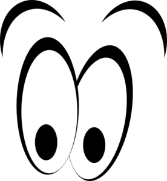
****Grade 9: Speaking Choice Board

**Name:**

**MUST DO:**

Must do 8 of the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Speaking- formal  *Dramatic reading of a monologue*  CC9.7 | Speaking- formal  *Dramatic reading of a poem*  CC9.7, CC9.9 | Speaking- formal  *Dramatic reading of a scene from a play*  CC9.7 | Speaking- formal  *Dramatic reading of a story*  CC9.7 |
| Speaking- formal  *Presented reasoned arguments of opposing viewpoints*  CC9.7, CC9.9 (debate) | Speaking- formal  *Inclusive language that supports people across cultures, genders, ages, and abilities*  CC9.4 | Speaking- informal  *Building consensus*  CC9.6 | Speaking- informal  *Articulating and explaining personal viewpoint*  CC9.6 |
| Speaking- informal  *Discussing preferences*  CC9.6 | Speaking- informal  *Speaking to extend current understanding*  CC9.6 | Speaking- informal  *Solving problems, resolving conflicts*  CC9.6 | Speaking- informal  *Prompting and supporting others*  CC9.6 |

****Grade 9: Viewing Choice Board

**Name:**

**MUST DO:**

View and demonstrate comprehension of:

|  |  |  |
| --- | --- | --- |
| illustrations  CR9.1, CR9.4 | Maps  CR9.1, CR9.4 | Charts  CR9.1, CR9.4 |
| Graphs  CR9.1, CR9.4 | Pamphlets  CR9.1, CR9.4 | Photography  CR9.1, CR9.4 |
| Art works  CR9.1, CR9.4 | Video clips  CR9.1, CR9.4 | Dramatizations  CR9.1, CR9.4 |

View and (choose 6 of the following):

|  |  |  |
| --- | --- | --- |
| Find ideas suitable for audience and purpose  CR9.1, CR9.4 | Identify explicit and implicit messages  CR9.1, CR9.4 | Have a clearly defined purpose for viewing  CR9.1, CR9.4 |
| Identify and evaluate how elements (e.g., use of space, size, placement, camera angles, body movements) and other techniques were used to influence the audience and communicate the message  CR9.1, CR9.4 | Identify bias, stereotyping, emotional persuasion, and propaganda  CR9.1, CR9.4 | Recognize how sound, fonts, colours, and technology can be used to enhance representations  CR9.1, CR9.3 |
| Use as a source of information  CR9.1, CR9.4 | Recognize the elements and principles of design  CR9.1, CR9.4 | Analyze and evaluate what is viewed (including elements, techniques, and overall effect  CR9.1, CR9.4 |
| Identify how the text was constructed, shaped, and produced.  CR9.1, CR9.4 |  |  |

****Grade 9: Listening Choice Board

**Name:**

**MUST DO:**

Listen to:

|  |  |  |
| --- | --- | --- |
| Understand  CR9.1, CR9.5 | Analyze  CR9.1, CR9.5 | Evaluate  CR9.1, CR9.5 |

in:

|  |  |  |  |
| --- | --- | --- | --- |
| Conversations  CR9.1, CR9.5 | Discussions  CR9.1, CR9.5 | Interviews  CR9.1, CR9.5 | Speeches  CR9.1, CR9.5 |