

Grade 9 Language & Literature - English

Units of Study

UNIT 1:	There's No Place Like Home (Poetry)	Start: August	Duration: 2 weeks
<ul style="list-style-type: none">● Concepts: Identity. Related Concepts: Point of view, Self-expression● Subject Specific Skills: writing poetry, identifying and using poetic devices, writing a commentary essay.● Learning Experiences: Each one of us has a unique and interesting history and elements of our past combine to form who we are, consciously and subconsciously. Using the poem "Where I'm From" by George Ella Lyon, students will write a poem which tells us something about where they come from. They will use details from memories and combine them to reveal a part of their true identity. Throughout the unit, students will also analyze various poems on the topic of identity and recognize various techniques of artistic expression.			
UNIT 2:	Stories that Resonate (Short Stories)	Start: September	Duration: 8 weeks
<ul style="list-style-type: none">● Concepts: Creativity. Related Concepts: Audience Imperatives, Self-Expression, Genres, Structure● Subject Specific Skills: Comparing and contrasting, following the writing process, write a short story.● Learning Experiences: Students will focus on the language devices used to create form and make connections in writing and how those devices lend themselves to plot development in short stories. Students will also draw on their knowledge of the genre and, with inspiration from some of the most timeless and popular short stories of all time, students will create an original short story. Throughout the unit, we will analyze stories to gain a better understanding of the elements of literature, developing tone and effective structure.			
UNIT 3:	Dream a Little Dream (Novel Study)	Start: October	Duration: 8 weeks
<ul style="list-style-type: none">● Concepts: Connections. Related Concepts: Character, Context, Point of View● Subject Specific Skills: Close reading, analyzing, selecting evidence, using essay structures, producing a literary essay.● Learning Experiences: This unit focuses on how the setting and the context of John Steinbeck's novella, <i>Of Mice and Men</i>, directly affect the identities of the characters and subsequently determines the development of relationships. Students will develop the ATL of research looking into the setting: the Great Depression in the US during the 1930s. Students will use their analyzing skills to write a literary analysis essay examining the interplay between setting, context, and relationships.			
UNIT 4:	How They Eat in Heaven (Novel Study; Speeches)	Start: January	Duration: 6 weeks
<ul style="list-style-type: none">● Concepts: Communities. Related Concepts: Character, Theme, Style● Subject Specific Skills: Reading and annotating for character and motif; persuasive and non-verbal skills associated with delivering an original speech.● Learning Experiences: <i>The Bean Trees</i> is a humane and moving novel that explores issues of community, indigenous rights, refugees, adoption, sanctuary, and what makes a family. Students will use their understanding of communication and persuasive techniques to write and deliver a speech on an issue derived from the novel.			
UNIT 5:	Fortune's Fool (Plays)	Start: March	Duration: 8 weeks
<ul style="list-style-type: none">● Concepts: Perspective. Related Concepts: Context, Genre.● Subject Specific Skills: Analysing character, theatre conventions; performance skills, memorizing, acting.● Learning Experiences: In this unit, students will immerse themselves in the language and themes of Shakespeare, learning to appreciate the intricacies of his wordplay through a study of <i>Romeo and Juliet</i>. They will become familiar with the components of tragedy and the elements of drama, and consider the role of fate and destiny in our lives. After forming acting companies, students will compile a promptbook to analyze the character motivations and language of their scenes, which they will perform, memorized and in costume.			

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Unit 1: Stories That Resonate

Start: August

Duration: 8 weeks

LEARNING EXPERIENCES:

Students will focus on the language devices used to create form and make connections in writing, and how those devices lend themselves to plot development in short stories. Students will also draw on their knowledge of the genre and, with inspiration from some of the most timeless and popular short stories of all time, students will create an original short story. Throughout the unit, we will analyse stories to gain a better understanding of the elements of literature, developing tone and effective structure.

KEY CONCEPT: Creativity

Related Concepts / Subject Specific Skills: Short stories - analyzing, discussing and writing. Audience Imperatives, Self-Expression, Genres, Structure

STATEMENT OF INQUIRY:

Writers manipulate form using a variety of literary elements to create a story that will resonate over space and time.

INQUIRY QUESTIONS:

Factual:

What are setting, tone, mood, irony, foreshadowing, suspense, atmosphere, plot, and characterization?

Conceptual:

How does the use of setting, tone, mood, irony, foreshadowing, suspense, atmosphere, plot, characters, and setting affect theme in a variety of short stories?

Debatable:

How do we determine theme through reading and elaborate on it through form?

OBJECTIVES AND ASSESSMENT CRITERIA:

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication, Self-Management, Thinking

RESOURCES / LITERATURE OPTIONS:

- Selected Short Stories including *The Gift of the Magi* by O. Henry; *The Sniper* by Liam O'Flaherty; *After Twenty Years* by O. Henry; *The Tell-Tale Heart* Edgar Allan Poe; *Birthday Girl* by Haruki Murakami; *A Very Old Man With Enormous Wings* by Gabriel Garcia Marquez; *The First Day* by Edward P. Jones; *The Lamp at the Turning* by E. Lily Yu; *Two Kinds* by Amy Tan; *Apollo* by Chimamanda Ngozi Adichie; *Oil Field* by Mohammed Hasan Alwan

SUMMATIVE ASSESSMENT TASKS:

- Students write a short story focusing on engaging the reader (through creating suspense etc). Text purpose - narrative.

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Unit 2: Dream a Little Dream

Start: October

Duration: 7 weeks

LEARNING EXPERIENCES:

This unit focuses on how the setting and the context of John Steinbeck's novella, *Of Mice and Men*, directly affect the identities of the characters and subsequently determines the development of relationships. Students will develop the ATL of research looking into the setting: the Great Depression in the US during the 1930s. Students will use their analyzing skills to write a literary analysis essay examining the interplay between setting, context, and relationships.

KEY CONCEPT: Connections

Related Concepts / Subject Specific Skills: Analyzing, explaining and writing a literary essay.
Character, Context, Point of View

STATEMENT OF INQUIRY:

Setting and context directly affect the identities of characters and determine the development of their connections with others.

INQUIRY QUESTIONS:

Factual:

What are the environmental and economic conditions of the Great Depression? What is setting? What was the Dust Bowl?

Conceptual:

How do my surroundings affect me? How did the conditions of the Dust Bowl / Great Depression affect human relationships? How does the setting contribute to stories? What can the struggles of others teach us about ourselves?

Debatable:

How essential is the setting to the story? Could the story have taken place anywhere else? Can literature help us to define humanity? How important in life are hopes and dreams?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations, and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Research, Critical Thinking

RESOURCES / LITERATURE OPTIONS:

- *Of Mice and Men* by John Steinbeck
- *Out of the Dust* by Karen Hesse (supplementary)

SUMMATIVE ASSESSMENT TASKS:

1. Literary Analysis: Students will analyze the impact of setting on the relationships among characters in the novel. In-class, timed condition. Text purpose - to analyze.

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Unit 3: How They Eat in Heaven

Start: December

Duration: 6 Weeks

LEARNING EXPERIENCES:

The Bean Trees is a humane and moving novel that explores issues of community, indigenous rights, refugees, adoption, sanctuary, and what makes a family. Students will use their understanding of communication and persuasive techniques to write and deliver a speech on an issue derived from the novel.

KEY CONCEPT: Communities

Related Concepts / Subject Specific Skills: Character, Theme, Style. Reading and annotating for character and motif; persuasive and non-verbal skills associated with delivering an original speech.

STATEMENT OF INQUIRY:

Themes of social justice help us explore the connections within and between communities and individuals.

INQUIRY QUESTIONS:

Factual:

Why do (Native American) reservations exist? What conditions cause refugee situations? What is a symbol? What is a motif?

Conceptual:

What is the significance of names? How can adoption and fostering be both challenging and rewarding? Would Native Americans today benefit from abandoning their reservations? Do we choose to be an outsider or are we placed? How do we cope or survive as an outsider? Are there certain reasons we remain on the outside? What kinds of people are on the outside of the mainstream?

Debatable:

Why does social injustice exist? How does social injustice affect us? What is a family? Can an ordinary person be a hero? Are we responsible for the welfare of others?

OBJECTIVES AND ASSESSMENT CRITERIA:

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of the impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures, non-verbal techniques, and forms of expression. Speak in an appropriate register and style.

ATLs:

Communication, Research

RESOURCES / LITERATURE OPTIONS:

- *The Bean Trees* by Barbara Kingsolver

SUMMATIVE ASSESSMENT TASKS:

1. Persuasive Speech. Students will write a speech. Text Purposes - to inform and persuade.

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Unit 3: When Things Go Wrong

Start: December

Duration: 8 Weeks

LEARNING EXPERIENCES:

The allegorical fiction novel *Lord of the Flies* by William Golding showcases human nature as an aspect of our identity. Students will use their understanding of communication in a two-part summative assessment. First, students will write a commentary on a well known speech. Then, students will use persuasive techniques to write and perform a speech.

KEY CONCEPT: Communities

Related Concepts / Subject Specific Skills: Reading, annotating, commenting on a speech and forming an original speech. Character, Theme, Purpose, Audience Imperatives

STATEMENT OF INQUIRY:

Human nature, as an aspect of our identity, is revealed through the author's use of character, setting, and theme.

INQUIRY QUESTIONS:

Factual:

What are three aspects of identity? (internal, external, perceived) What is the context of the novel? What is an allegory?

Conceptual:

What are aspects of human nature? How do we form our identities?

Debatable:

Is there something in our human nature that we all share? Can human nature ever be considered universal? How much do others influence our identities? Is human nature innate or is it a product of our environments and backgrounds?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication, Research, Thinking

RESOURCES / LITERATURE OPTIONS:

- *Lord of the Flies* by William Golding
- "I Have a Dream" by Martin Luther King, Jr.
- Various Winston Churchill speeches

SUMMATIVE ASSESSMENT TASKS:

1. Speech Commentary. Students will write a multi-paragraph commentary based on an unseen speech. In class, written under timed conditions. Text purpose - persuade.
2. Persuasive Speech. Students will write a speech. Text Purpose - to inform.

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Unit 4: Fortune's Fool

Start: March

Duration: 8 weeks

LEARNING EXPERIENCES: In this unit, students will immerse themselves in the language and themes of Shakespeare, learning to appreciate the intricacies of his language. They will become familiar with the components of tragedy and the elements of drama, and consider the role of fate and destiny in our lives. After forming acting companies, students will compile a promptbook to analyze the character motivations and language of their scenes, which they will then perform, memorized and in costume.

KEY CONCEPT: Perspective

Related Concepts / Subject Specific Skills: Plays
Intertextuality, style, performance skills, analyzing character, theatre conventions.

STATEMENT OF INQUIRY:

Individual connections, relationships, and choices have far-reaching impacts and influence on others.

INQUIRY QUESTIONS:

Factual: What is metre? What is a sonnet? What is a soliloquy? What are the components of a tragedy?

Conceptual: To what extent do emotional decisions create chaos? Why do people believe in fate?

Debatable: Are we ruled by fate? Do we make our own destinies?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations, and terminology.

B: Organizing Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention. [This criterion is not assessed in this unit].

C: Producing Text Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Speak in an appropriate register and style and use appropriate non-verbal communication techniques. [This criterion is not assessed in this unit].

ATLs:

Collaboration, Communication, Organization

RESOURCES / LITERATURE OPTIONS:

- *Romeo and Juliet* by William Shakespeare
- Segments from Franco Zeffirelli's *Romeo and Juliet* (1968) and Baz Luhrmann's *Romeo + Juliet* (1996)
- *The Story of Layla and Majnun* by Nazami Ganjavi

SUMMATIVE ASSESSMENT TASKS:

1. Performance and Prompt Book. Text Purpose: To analyze.

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Unit 5: There's No Place Like Home

Start: September

Duration: 2 Weeks

LEARNING EXPERIENCES:

Each one of us has a unique and interesting history and elements of our past combine to form who we are, consciously and subconsciously. Using the poem "Where I'm From" by George Ella Lyon, students will write a poem which tells us something about 'where' they come from. They will use details from memories and combine them to reveal a part of their true identity. Throughout the unit, students will also analyze various poems on the topic of identity and recognize various techniques of artistic expression.

KEY CONCEPT: Identity

Related Concepts / Subject Specific Skills: Poetry

Self-Expression, point of view, theme. Includes poetic devices such as imagery, structure, figurative language

STATEMENT OF INQUIRY:

The expression of our unique histories can reveal the spectrum of our identities.

INQUIRY QUESTIONS:

Factual:

What is poetic structure? What are examples of poetic techniques (figurative language; rhyme scheme; tone)?

Conceptual:

What is home to you? How can we learn how people view themselves through poetry?

Debatable:

Can a poem accurately depict our past? Our identity?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts and justify opinions and ideas, using examples, explanations, and terminology.

B: Organizing

Employ organizational structures that serve the context and intention and use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Social, Self-Management

RESOURCES / LITERATURE OPTIONS:

- "Where I'm From" by George Ella Lyon

SUMMATIVE ASSESSMENT TASKS:

- Students will write their own "Where I'm From" poem, calling on aspects of their childhood and culture, and based on the structure of Lyon's original. Text purpose - to entertain.