

Unit 5 Outline: ENG1P

Unit : **Out of this World**
 Exploring fantastical worlds.
 Grade: 9 Applied
 Timeframe: 21 classes

Course Description

This course is designed to develop the key oral communication, reading, writing and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.¹

Curriculum Expectations

See Ontario Curriculum Grades 9 and 10 English, 2007 for a complete outline of expectations.

Overall Expectations

By the end of this unit, students will:

- OC 2 – use speaking skills and strategies appropriately to communicate with different audiences for different purposes
- OC 3 – reflect on and identify their strengths as speakers, areas for improvement, and presentation strategies they found most helpful
- RL 1 – read and demonstrate an understanding of a graphic novel and a play
- RL 2 – recognize the forms, features, and elements of a graphic novel and a play and demonstrate an understanding of how they communicate meaning
- RL 3 – use cueing systems to read fluently
- W 2 – use a graphic novel format to create a dialogue
- W 3 – use knowledge of language conventions to create an effective dialogue
- MS 3 – create a multi-media presentation for a Gr. 8 audience, using appropriate forms and techniques
- MS 4 – reflect on and identify their strengths as media creators and areas for improvement

Specific Expectations

By the end of this unit, students will:

- OC 2.1 - communicate orally to inform and interest Gr. 8 students regarding *Midsummer Night's Dream*
- OC 2.3 – communicate in a clear, coherent manner in a theatre education project
- OC 2.4 – use appropriate words, phrases, and terminology, and dramatic devices to communicate clearly to their audience
- OC 2.5 – use voice inflection and emphasis to interest their audience
- OC 2.6 – use eye contact, facial expression, and gesture to convey meaning
- OC 3.1 – describe a few different strategies used before, during, and after speaking; explain which ones they found most helpful; and identify steps they can take to improve
- RL 1.3 – identify the important ideas and supporting details in a graphic novel and a play
- RL 1.4 – make inferences about a graphic novel and a play
- RL 1.5 – extend understanding of a graphic novel and a play by making basic connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- RL 1.6 – analyse a graphic novel and a play in terms of the ideas and themes they explore, examining how the setting, the dialogue, and the characters contribute to the development of these elements
- RL 2.1 – identify a few different characteristics of graphic text and play forms and explain how they communicate meaning
- RL 2.3 – identify and explain how dialogue enhances character development
- RL 3.2 – use different decoding strategies to read and understand unfamiliar words in Shakespeare
- RL 3.3 – identify and use a few different strategies to expand vocabulary
- W 1.4 - identify, sort and order main ideas and supporting details for a presentation outline
- W 2.1 – write for different purposes and audiences, using different forms
- W 2.2 – establish an identifiable voice in writing, modifying language to suit the form, audience, and purpose of writing
- W 2.3 – use appropriate words to make their writing clear for their intended audience

¹ From Ontario Curriculum Grades 9 and 10 English, 2007.
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- W 2.7 – produce revised drafts of a presentation outline
- W 3.1-3.4 – use and apply knowledge of spelling, vocabulary, punctuation, and grammar conventions to communicate meaning
- W 4.1 – explain strategies they have found useful in writing and identify steps they can take to improve as writers
- W 4.2 – identify skills in listening, speaking, reading, viewing, and representing and explain how they help them write more effectively
- MS 3.1 – describe the topic, purpose, and audience for a multi-media presentation
- MS 3.3 – identify a few different conventions or techniques for a multi-media presentation and explain how these will help communicate meaning
- MS 3.4 – produce a multi-media presentation to inform and interest Gr. 8 students regarding *A Midsummer Night's Dream*
- MS 4.1 – describe different strategies used in creating media texts and explain how these can help them improve as media producers

Assessment Tasks and Sequence

Major Expectations*	Task	Unit Allocation (Marks)
RL 1.3; 1.4; 1.5; 1.6 W 2.1; 2.2; 2.3; 3.2; 4.1; 4.2	Bone Dialogue² and dramatic script	10
W 2.1; 2.2; 2.3; 3.2; 4.1; 4.2	Create a Scene script	5
OC 1.9; 2.1; 2.5	Midsummer Passage Memorization	5
RL 1.3	Paraphrase Skill Sheet	5
RL 3.2; 3.3	Vocabulary in Context Skill Sheet	5
RL 1.3; 1.4; OC 2.1, 2.3, 2.4, 2.5, 2.6	Midsummer Scene Paraphrase or Presentation	15
OC 2.1, 2.3, 2.4, 2.5, 2.6, 2.7 W 1.1, 2.1, 2.2, 2.3, 2.4 MS 3.1; 3.2; 3.3; 3.4; 4.1	Multi-Media Presentation³ <ul style="list-style-type: none"> • Develop and deliver a presentation to educate Gr. 8 students about <i>A Midsummer Night's Dream</i>, including: <ul style="list-style-type: none"> ○ visual aid ○ brief talk (2 min) ○ dramatic scene using the original text OR ○ audio recording of a scene scripted into a different genre 	40
RL 1.3; 1.6; 4.1	ThinkBook Written Review <ul style="list-style-type: none"> • Read your notes in your ThinkBook and either: <ul style="list-style-type: none"> ○ write a letter to an educator (librarian, teacher, principal) about <i>Ysabel</i> convincing them of your educational value (or lack of value) of the book based on your reading experience ○ write a story about your reading experience ○ make up an interesting question about <i>Ysabel</i> and answer it in writing 	15

* Only the unique or major expectations are highlighted here. Some expectations (for example, Writing 3.1-3.4 – use of conventions) are assessed continually throughout assignments.

Resources

Kay, Guy Gavriel. *Ysabel*. 2007.

Scott, Tim. *A Midsummer Night's Dream with Related Readings: Teacher's Guide*. Toronto: International Thomson Publishing, 1998.

Shakespeare, William. *A Midsummer Night's Dream*.

Smith, Jeff. *Bone: Out from Boneville*.

O'Brien, Peggy, et. al, Ed. *Shakespeare Set Free: Teaching A Midsummer Night's Dream, Romeo and Juliet, Macbeth*. Toronto: Folger Teaching Shakespeare Institute: 1993.

² Special thanks to Theoni Andrikakos for the idea for this assignment.

³ Special thanks to Wendy Jackson for the idea for this assignment.

Calendar Overview

December 2007 – January 2008

<i>Monday</i>		<i>Tuesday</i>		<i>Wednesday</i>		<i>Thursday</i>		<i>Friday</i>	
10	Intro to fantasy Intro to Bone <i>Ysabel</i> Prologue	11	Imagining Boneville and the Valley <i>Ysabel</i> Ch 1	12	Boneville Dialogue <i>Ysabel</i> Ch 2	13	Introducing <i>Midsummer</i> – Create a Scene <i>Ysabel</i> Ch 3	14	Introducing Shakespeare <i>Ysabel</i> Ch 4
17	<i>Midsummer</i> 1.1 <i>Ysabel</i> Ch 5	18	<i>Midsummer</i> 1.2 <i>Ysabel</i> Ch 6	19	<i>Midsummer</i> 2.1 <i>Ysabel</i> Ch 7	20	<i>Midsummer</i> 2.2 <i>Ysabel</i> Ch 8	21	<i>Midsummer</i> 2.2 <i>Ysabel</i> Ch 9
7	<i>Midsummer</i> 3.1 <i>Ysabel</i> Ch 10	8	Memorization & Vocab <i>Ysabel</i> Ch 11	9	Recital Planning <i>Midsummer</i> 3.2 <i>Ysabel</i> Ch 12	10	<i>Midsummer</i> 3.2 Presentation <i>Ysabel</i> Ch 13	11	Viewing <i>Midsummer</i> 3.2-5 <i>Ysabel</i> Ch 14
14	Theatre Education Project <i>Ysabel</i> Ch 15	15	Theatre Education Project <i>Ysabel</i> Ch 16	16	Theatre Education Project <i>Ysabel</i> Ch 17	17	Theatre Education Presentations <i>Ysabel</i> Ch 18	18	Theatre Education Presentations <i>Ysabel</i> Ch 19
21	ThinkBook Review								