

Course Code/ Type/Title/: ENG1L English 9 (Modified*)	Grade/ Level: 9 (Locally Developed Compulsory Course)	Credit Value: *Modified = 0 to 0.5 credit	Division: High School
	Prerequisite: N/A		
Course Developer: Nadine Fiore	Date Created: June 17, 2019	Developed From: Locally Developed Compulsory Credit Courses Grade 9 and 10 English - 2005 <i>Public and Catholic District School Board Writing Partnerships</i>	
Course Reviser: Klaus Benker	Date Revised: June 17, 2025		
For Academic Year: 2025-2026	Total # Weeks: 37	Total # of Hours: 169	Total # of Classes: 169

COURSE DESCRIPTION/RATIONALE

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing functional literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing and thinking, and reflect regularly upon their growth in these areas.

Overall Expectations

Developing Listening and Talking Skills

By the end of this course, students will:

- DLTV.01** use listening skills to participate in formal and informal classroom discussion;
- DLTV.02** use talk to develop thinking skills in small and large group interactions;
- DLTV.03** contribute ideas and converse while participating in classroom activities;
- DLTV.04** identify their strengths as oral communicators and reflect on next steps in developing listening and talking skills.

Developing Reading and Viewing Skills

By the end of this course, students will:




- DRVV.01** develop reading and viewing strategies to understand and make connections with texts that are a part of school, workplace, and everyday life;
- DRVV.02** read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;
- DRVV.03** identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills.

Developing Writing Skills

By the end of this course, students will:

- DWSV.01** apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;
- DWSV.02** convey information and ideas clearly in a variety of short written forms;
- DWSV.03** identify their strengths as writers and reflect on next steps in further developing their writing skills.

COURSE CONTENT

Unit Title and Description	Dates	Number of Classes / Hours
<p>1. Writer’s Workshop</p> <p>This unit will begin with a review of the writing process (prewriting/brainstorming, drafting, revising/editing, publishing) and then utilize each stage when creating their own pieces of writing throughout the year. Students will have the opportunity to write in various styles, that is, narrative, descriptive, expository, persuasive, compare and contrast, reflective, and personal writing. Student led teacher conferences will take place each term to review areas of growth and improvement and to determine next steps in writing skills development.</p> <p><i>Considerations for Program Planning in this module include: Students with special needs, Equity and Inclusive Education, Anti-discrimination Education, Healthy Relationships, Ethics</i></p> <p><i>Overall Expectations covered: DWSV.01, DWSV.02, DWSV.03</i></p> <p> BENKER ENG1L UNIT 1 PLAN - WRITING WORKSHOPS (2025-2026)</p>	<p>Tuesdays and Thursdays (September 2, 2025 - May 15, 2026)</p>	<p>60 classes/ 60 hours</p>
<p>2. Critical Literacy and Media Study</p> <p>Term 1: Reading for Meaning and Making Connections</p> <p>Students will read a variety of texts to promote functional literacy and facilitate text to self and text to world connections. Students will develop their literacy by analyzing online sources of information and developing verification skills as well as reading a variety of print material. Texts include online newspapers, magazines and social media, indigenous stories, historical fiction, biographies, poems, and song lyrics. Students will explore a variety of media forms, identify conventions and techniques, and analyze content. Students will create a variety of media keeping in mind their task, audience and purpose as they create each unique piece using the conventions and techniques they have studied. Self and peer assessment of media will assist in providing meaningful feedback in order to develop the effectiveness of their content moving forward. Students will also develop a toolkit of reading strategies and determine which strategies they can apply given the text they are reading.</p> <p><i>Considerations for Program Planning in this module include: Students with special needs, Role of information and communication technology, Equity and Inclusive Education, Anti-discrimination Education, Critical Thinking and Critical Literacy</i></p> <p><i>Overall Expectations covered: DLTV.01, DLTV.02, DLTV.03, DRVV.01, DRVV.02, DRVV.03</i></p> <p>Term 2: Novel Study - The Twits by Roald Dahl</p> <p>Students will take part in pre-reading, during reading and post-reading activities to support their understanding of the characters, plot and setting while also making text to self, text to text and text to world connections. Students will participate in full class oral reading of the text while also keeping a timeline of major events and identifying social issues raised in the novel.</p> <p><i>Considerations for Program Planning in this module include: Students with special needs, Role of Critical Thinking and Critical Literacy</i></p> <p><i>Overall Expectations covered: DLTV.01, DLTV.02, DLTV 0.3, DRVV.01, DRVV.02, DRVV.03</i></p> <p>Term 3: Graphic Novel Study – El Deafo by Cece Bell</p> <p>Students will participate in full class oral reading of the text while also keeping a timeline of major events as well as summarize plot and character analysis.</p> <p><i>Considerations for Program Planning in this module include: Students with special needs, Role of information and communication technology, Equity and Inclusive Education, Anti-discrimination Education, Critical Thinking and Critical Literacy</i></p> <p><i>Overall Expectations Covered:DLTV.01, DLTV.02, DLTV.03, DLTV.04, DRVV.01, DRVV.02, DRVV.03</i></p> <p> BENKER ENG1L UNIT 2 PLAN - READING FOR MEANING AND MAKING CONNECTIONS (2025-...</p>	<p>Mondays, Wednesdays, and Fridays (September 2, 2025 – May 15, 2026)</p>	<p>91 classes/ 91 hours</p>
<p>3. Final Assessment/ Culminating Activity – Critical Literacy and Writing Portfolios</p> <p>Students will assemble portfolios which include one piece of written work from each unit and a reflective journal that focuses on the strengths and next steps following each assignment. Each piece should represent the students’ growth as a learner. New writing samples based on the types of writing investigated this year will also be included to show growth and demonstrate how students are able to incorporate constructive criticism into future writing assignments. Students will be expected to follow a reflective journal template that focuses on learning achieved in the course and on the interpersonal skills that have accompanied that learning. Portfolios will then be presented orally and displayed in a class showcase.</p> <p> BENKER ENG1L UNIT 3 PLAN - FINAL ASSESSMENT/CULMINATING ACTIVITY (2025-2026)</p>	<p>May 19 – June 11, 2026</p>	<p>18 classes/ 16 hours</p>

Deliberate attention will be paid to pacing in line with students' learning needs. Units and dates are thus subject to change or modification as required.

Summary of Teaching and Learning Strategies

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|--|--------------------------------|------------------------------------|
| - Graphic organizers (5 paragraph outlines, KWL charts, sequencing, 5 W's, Venn diagrams, compare and contrast, cluster charts, etc) | - Individual word walls | - Word analysis |
| - Oral and silent reading | - Mind maps | - Brainstorming |
| - Creating storyboards | - Class discussions | - Think/Pair/Share |
| - Debate | - Inquiry-based investigations | - Guided Research |
| - Placemat activities | -Sequencing chains | - Google forms survey and analysis |
| - Character Sketches | - Four square activities | - collaborative writing activities |
| - Persuasive Writing assignments | - Google Slide presentations | - critical viewing of documentary |
| - IXL English exercises | -Self and Peer review | - Making Predictions |
| - Journal/Reflective Writing | -Highlighting | - Exit cards |
| - Visualizing | | |

ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. This occurs on an ongoing basis throughout the course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”.

As part of assessment *for* learning, students are provided with descriptive feedback and coaching for improvement.

Occurs before teaching, during teaching; ongoing, while students practice skills. Information gathered is used to:

- *determine what students already know and can do with respect to the knowledge and skill identified in the overall and specific expectations;*
- *obtain information about their interests and learning preferences;*
- *monitor students' progress towards achieving the overall and specific expectations, and*
- *provide timely and specific descriptive feedback to students, and scaffold next steps.*

Assessment *as* learning helps all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Assessment and evaluation encompasses not just student product, but observation and conversation. Students are offered many and varied opportunities to demonstrate learning and are involved in the process of co-constructing success criteria.

Students are guided to become aware of their learning styles and strengths.

Occurs during teaching; ongoing, with support. Information gathered is used to:

- *provide feedback to peers (peer assessment);*
- *monitor one's own progress (self-assessment), and*
- *reflect on learning and set individual goals.*

Evaluation – Assessment *of* learning

Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning. All curriculum expectations must be accounted for in instruction and assessment, but ***evaluation focuses on students' achievement of the overall expectations.***

Assessment and evaluation strategies support all students, including those with special education needs. Accommodations and/or Modifications are provided in accordance to each student's IEP.

Of learning occurs at or near the end of a period of learning (summative). Information gathered is used to:

- *summarize quality of student learning at a given point in time, based on established criteria;*
- *determine grades, and*
- *communicate information about achievement to students, parents and others.*

Strategies for Assessment & Evaluation of Student Performance

Assessment activities are also learning activities. Assessment is ongoing throughout the units.

There is a summative performance activity and/or a summative pencil and paper test for each unit.

Assessment tools to be used throughout the course include

- The four-level Achievement Chart to set standards for summative evaluation
- Rubrics (both teacher-created and student-generated)
- Checklists
- Rating scales
- Anecdotal comments
- Peer and self- evaluations
- Teacher observation checklists
- Oral assessments (debate, PowerPoint/Google Slide presentations)

Assessment/ Evaluation (Based on all 4 categories)	Achievement Chart Categories (Term + Final)	Details	Weighting (%)
Term Work (70%) + Final Culminating Activity: Critical Literacy and Writing Portfolios (30%)	Knowledge/Understanding	Chapter summaries, writing assessments, novel studies, discussions, debate, videos	20%
	Thinking	Chapter summaries, novel studies, discussions, debate, videos, writing assignments,	25%
	Application	Novel studies reflective writing, videos, newspaper article, blog, media texts	25%
	Communication	PowerPoint/Google Slide presentations, debate, oral presentations and commentary, writing assignments, literature circles	30%
100%			100%

Considerations for Program Planning

Students with special needs:

Instructional and assessment activities will take into account the strengths, needs, learning expectations and accommodations as identified in the student's IEP. It is anticipated that all students will require:

- repetition of the tasks;
- direct instruction on how to apply knowledge and skills;
- more time for learning and completion of tasks;
- the use of assistive technology where appropriate, and
- a variety of written, oral and performance tasks (Write-Say-Do).
- regular communication of information about assignments and achievement to students, parents and others primarily using Google Classroom and in-class reminders/homework white board.

Social Skills Development:

- Develop and strengthen self-regulation strategies
- Take Perspective
- Identify personal triggers and coping strategies
- Examine and implement effective communication strategies
- Promote mindfulness and personal wellness
- Facilitate and promote conversations and other interactions with peers
- Examine appropriate behaviour in various scenarios

Role of information and communication technology:

- Accessibility
- Organization
- Literacy
- Potential to extend and enrich instructional strategies

Career education:

- Self awareness
- Opportunity awareness
- Decision learning
- Transition learning

Equity and Inclusive Education:

- Open-mindedness and tolerance
- Respect for self and others
- Culturally diverse resources and narratives
- Perspective taking

Anti-discrimination Education:

- Students are expected to show respect, tolerance and understanding towards individuals, groups, and cultures in the global community, as well as respect and responsibility for the environment.
- Show understanding of the importance of protecting the rights of others and taking a stand against racism and other expressions of hatred and discrimination
- Curriculum activities to strengthen students' abilities to recognize bias and stereotypes in contemporary as well as in **historical** portrayals, viewpoints, representations, and images

Critical Thinking and Critical Literacy:

- Question, predict, analyze, synthesize
- Examine options
- Identify values and issues

- Detect bias
- Distinguish between alternatives
- Read for implicit as well as overt meaning
- Detect negative bias and stereotypes in literary texts and informational materials
- Metacognition

Literacy, Mathematical Literacy, and Inquiry/Research Skills:

- Use language to understand sources
- Analyse and evaluate arguments and evidence
- Present findings in oral, visual and written forms

Healthy Relationships:

- Create safe, caring learning environment based on respect, caring, empathy, trust and dignity

Ethics:

- Follow ethical guidelines in developing and implementing research plans
- Identifying plagiarism

Key Resources needed for this Course (incl. texts, workbooks, technology, equipment, materials, supplies...)

- *Novel: Dahl, Roald. The Twits*
- *Graphic Novel: Bell, Cece. El Deafo*
- IXL English Teacher and student accounts
- *Language and Writing 9 ITP Nelson (1999)*
- *Writing and Language Arts Handbook McGraw Hill SRA (2003)*
- TVO Learn
- *Moving On Reading Selection for Canadian Students Nelson (2003)*
- *Crossroads Anthology Gage Education Publishing Company (2000)*
- Google Classroom
- Kami

Modifications

This course is offered over two years. The first year is intended as an introduction and is modified to the extent that the credit will not be available until the second time that the student completes the course.

Revisions

2025

- Updated Timelines
- Updated Unit Plans

2024

- Updated Timelines
- Updated Considerations for Program Planning in the modules and Overall Expectations covered
- Added Anti-discrimination educational statement
- Revised Intention Statement to Modifications

2023

- Updated Course Topics, Timelines, and Resources