



**Course:** English Language Arts 9

**Teacher:** E. de Beer

**Unit:** *Call Back the Past: Language, Setting, First Peoples*

**Date:** Tuesday, March 31 2020 – Thursday, April 30

**Duration:** Weeks 27 – 30: 5 weeks, 10 classes

**Description:**

Language is a powerful tool ... simple words can transport us to a different time and create vivid imagery in our minds. But, sometimes, we need a little help... 😊

Thus term, we will continue to develop the students' arsenal of writing, broadening the scope of their creative writing by challenging the application time, place and setting. The processes, procedures and mechanics of sound writing practice (planning, drafting, proofreading, rewriting and editing) will remain to be integral to our first unit after the March Break.

Once we have reviewed the content of the vacation reading, the unit will comprise several preliminary activities to establish the necessary skills and knowledge and a concluding, creative composition.

	Big Ideas	→ Essential Questions
<b>Understand</b>	<i>Which Big Ideas will be the focus of this unit?</i>	<i>What questions will be guiding your students' inquiry?</i>
	<ul style="list-style-type: none"> <li>○ Language and text can be a source of creativity and joy.</li> <li>○ Developing our understanding of how language works allows us to use it purposefully.</li> <li>○ Texts are socially, culturally, and historically constructed.</li> </ul>	<ul style="list-style-type: none"> <li>○ How does the language in the novels <i>News of the World</i> and <i>Adventures of Sherlock Holmes</i> contribute to the story?</li> <li>○ What connections can you make to the setting of the novels?</li> <li>○ What real people or events come to mind?</li> </ul>

	Core Competencies	
<b>Do</b>	<i>Choose one or more Core Competencies that will be focused on and developed in this unit:</i>	<i>Which activities, projects, exercises or discussions will teach this Core Competency? How will they implement the First Peoples Principles of Learning? How will they be inquiry-based?</i>
	<ul style="list-style-type: none"> <li>○ Thinking: Creative Thinking (Cv)</li> <li>○ Thinking: Critical Thinking (Ct)</li> <li>○ Personal Awareness &amp; Responsibility (PR)</li> </ul>	<ul style="list-style-type: none"> <li>○ Reading of the texts.</li> <li>○ Visualize problems and solutions (refer to the film shown).</li> <li>○ Think beyond the text:               <ul style="list-style-type: none"> <li>○ look at students' work</li> <li>○ write a period piece.</li> </ul> </li> </ul>

Curricular Competencies	
<b>Know</b>	<p><i>Which Curricular Competencies will students learn and be assessed on in this unit?</i></p> <ul style="list-style-type: none"> <li>○ Reading, thinking, creating</li> </ul>
	<p><i>Activities, projects, exercises or discussions to teach the Curricular Competencies (inquiry, assessment of Curricular Competencies):</i></p> <p>Those assignments reflect these First Peoples' Principles of Learning: learning requires exploration of one's identity; and learning involves recognising the consequences of one's actions.</p> <ul style="list-style-type: none"> <li>○ Check for understanding (the role of personal, social, and cultural contexts, values, and perspectives in texts): student completes a quiz on novel.</li> <li>○ word-based learning activity</li> <li>○ Writing: creative composition</li> <li>○ Script writing for a video (topic t.b.c.)</li> </ul>

Curricular Content	
<b>Know</b>	<p><i>Which Curricular Content (specific to your course) will students learn and be assessed on this unit?</i></p> <ul style="list-style-type: none"> <li>○ functions: purposes of text</li> <li>○ features of text: how text and visuals are displayed.</li> <li>○ conventions: common practices in all standard punctuation use, in capitalization, and in Canadian spelling.</li> </ul>
	<p><i>Which activities, projects, exercises or discussions will teach this Curricular Content? How will they implement the First Peoples Principles of Learning? How will they be inquiry-based? How will the Curricular Content be assessed?</i></p> <ul style="list-style-type: none"> <li>○ literary devices: sensory detail (e.g. imagery, sound devices), figurative language (metaphor, simile, hyperbole), literary terms (irony, paradox, oxymoron).</li> <li>○ oral collaboration on prompt (discuss, investigate, think, speak)</li> <li>○ composition (write, represent)</li> <li>○ editing: one-to-one with the teacher</li> <li>○ create a how-to video (topic t.b.c.)</li> </ul>

Required Resources	
<p><i>Resources (textbooks, computer programmes, website subscriptions) that will students need to complete this unit:</i></p> <ul style="list-style-type: none"> <li>○ Novel completed for vacational reading (citation)</li> <li>○ Laptop/Mac</li> <li>○ Headphones and microphone (if not on the student device)</li> <li>○ Internet access</li> <li>○ Google Drive (GD)</li> <li>○ Video (provided)</li> </ul>	