

English Unit Plan - Grade 9

- Grade 9: Planet You
- 6 weeks (25 classes)
- Lessons
 - “Surfing the Waste: A Musical Documentary About Dumpster Diving”
 - “#1 Fan of Milk”
 - “Goalie”
 - “Musical Therapy, Paint Me Like I Am”
 - “Words on a Page”
 - “Can Videogames be Good for you?”
 - “The Bar War”
 - “Teens and Online Social Networking”
 - “No Smoking? No Kidding”
- Assessments
 - “Surfing the Waste: A Musical Documentary About Dumpster Diving” 25%
 - “Musical Therapy, Paint Me Like I Am” 15%
 - “Words on a Page” 25%
 - “Can Videogames be Good for you?” 35%

Lesson: “Musical Therapy, Paint Me Like I am”

Resources:

Teacher: Nelson Teacher’s Resource Literacy 9 Pgs. 17-21

Student: Nelson Literacy 9 Textbook Pgs. 208-211

Hook: Ask students “When is the last time you did something well because you felt self-confident?”
(2 minute jot)

After the first jot, ask the students “When is the last time you didn’t feel confident?”

Pair students to discuss.

Place students in larger groups to discuss the question “Most teenagers are confident and comfortable with themselves” After the discussion have them place their level of agreement with the statement on a scale from 1-5 (teacher can have the scale on the smart or white board:

Strongly Disagree

Strongly Agree

1	2	3	4	5
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A representative of each group will come up and place a mark on the scale so the class can visually see differing opinions and ideas of self confidence. Before reading the poems aloud, ask the students the following question: “How do you think teenagers could improve their self confidence?” Project the question on the smart board or write it on the white board. Read aloud in class the poems “Musical Therapy” and “Paint Me Like I Am” (P. 210-211), and have the students follow along. If volunteers wish they may read the poems.

Assessment:

Have the students choose one of the poems and write an advice column. The student will construct a letter seeking advice based on their interpretation of the poem, demonstrating an understanding of the issues regarding teen self confidence raised by the author. Students will also construct a response from the columnist, which will demonstrate their ability to respond critically and personally to the issues raised and allow them to showcase the ideas they had when asked to consider the question “How do you think teenagers could improve their self confidence?”

Assessment value: 15%

Lesson: “Goalie” Powtoon Lesson

Resources:

Teacher: Nelson Teacher’s Resource Literacy 9 Pgs. 79-83

Student: Nelson Literacy 9 Textbook Pgs. 252-257

Powtoon lesson. “Characters, Setting, Problems and Outcome” in short stories are discussed

Hook:

Write on the white board “Something you love can make you miserable”

Ask students to consider the question “What is something you do that makes you both happy and sad?” Give them 2 minutes to think and jot down an answer.

Have students draw a 4 box chart containing “ Characters, Setting, Problems and Outcome”.

Characters	Setting

Problems	Outcome

Read “Goalie” aloud in class. Have the students follow along. Ask the students to consider their jotted answer while the story is read. Some students may wish to volunteer to take turns reading, then have the students go through “Goalie” and write appropriate information in the boxes. Direct the students back to the statement “something you love can make you miserable” and ask them to consider it in relation to their earlier jotted answer. Considering this information, ask the students to expand upon the information in each of their boxes, illustrating how the author uses each to convey the ideas found in “Goalie”. Students can write their explanations in their journals or notebooks. This will expand their understanding of how the aspects taught in the Powtoon lesson relate to the author’s construction of “Goalie”.

Lesson: “#1 Fan of Milk”

Source: The Nelson Literacy 9 - Selections for Modelling and Demonstration resource guide contains a laminated copy of the advertisement for projection.

Show students examples of currently popular advertisements (videos and images).

Ask students to write down an example of an advertisement they thought was effective. After a couple of minutes, get students to share their ideas in pairs and discuss what made the ads effective.

Show students a series of “got milk?” campaign ads featuring various celebrities (some popular ads feature Taylor Swift, Rihanna, Usher, Hugh Jackman as Wolverine, Hayden Panettiere, athletes), then end with the “#1 Fan of Milk” ad. Explain who the celebrity is if students do not know (Teddy Geiger) and the fan contest.

Get students to respond to the following questions using a survey application (Kahoot!, Mentimeter):

- Do you think this advertisement is effective?
- Would the advertisement be more effective if it featured your favourite celebrity?
- Would you like the chance to pose in an ad with your favourite celebrity?
- Is this advertisement intended for a specific audience?

- Do you think this advertisement could negatively impact body image?

Discuss the results with the class. Building from these questions, work with the class to identify audience (teenagers), the explicit message (drinking milk is healthy), the implicit messages (cool kids drink milk, looking good is important) and elements of successful advertising.

Lesson: “Surfing the Waste: A Musical Documentary About Dumpster Diving”

Resource: Nelson Literacy 9 - Media Studies Resource package. Also viewable on YouTube.

Hook: Ask students questions that relate to conservation in their own lives.

- “Does your family have a recycling bin?”
- “Do you use the recycling bin at school?”

Show students the documentary.

(Follow-up activity)

Assessment:

Students can choose between the following projects:

- (1) Create a “Reuse Cube” showing how items can be reused. Each of the six sides should demonstrate a different way items can be reused. Include both images (photographs or drawings) and text (brief descriptions of reuse methods).
- (2) Create a review on video about “Surfing the Waste.” Address key moments, scenes and songs from the documentary and discuss whether or not you think it successfully communicated its message. Your video can be serious or humorous.
- (3) Research and write a newspaper article about conservation efforts in your school, your community or your province. Describe the types of programs that are in place, as well as the people and places involved. Use the proper conventions for writing a newspaper article (include a headline and byline, format writing in columns, focus on who, what, when, where and why).
- (4) Write and record a song that could be used in a musical documentary such as “Surfing the Waste.” The lyrics of the song should promote conservation. Songs can be recorded on video or as audio only.
- (5) Choose your own project. Your project should focus on conservation and/or the “Surfing the Waste” video. If you have an idea of your own, please submit your idea BEFORE you begin.

Assessment Value: 25%

Lesson: “Words on a Page”

Resources:

Teacher: Nelson - Literacy 9 Teacher’s Resource Pgs. 27 - 31

Student: Nelson - Literacy 9 Textbook Pgs. 216 - 223

Hook: Get students to share their ideas regarding this question: Canada is often called a cultural mosaic. What does this mean to you?

This will be done using the website Mentimeter where students would have to text their answer in and it is displayed on the website.

After they have responded to the question with their ideas, have them think-pair-share what is identity and how one defines their identity. The teacher could create a ‘mind map’ on the board to publish the ideas of the students.

After this, teacher can make the transition to the screenplay text. Get volunteers to read the different parts of the characters. Have one person read the stage directions however, don’t break the story to explain the various aspects of the screenplay. Once the play is finished, you can guide the discussion of the text using the following questions (p. 30).

1. What do you think now? Is a person’s identity shaped by his/her past? What experiences have you had that help you answer this question? How would Pete/Connie answer this question?
2. When you put together your response to the text with your own experiences, what new ideas do you have about how identity is shaped?
3. What are Pete’s beliefs? Do you agree or disagree with them? Why?
4. What can you conclude about Lenore? Is she like or unlike her father? Why do you think so?
5. Are Lenore’s struggles about self-doubt and identity similar to or different from the average teenager’s? Would you consider yourself more or less like Lenore? Why?
6. For whom is this TV show written? Why do you think so? Would teens and adults appreciate the show for the same reasons?
7. What are some elements of screenplay? How do they differ from other forms of storytelling?

Assessment: Media Storyboarding

After this lesson, the students have the opportunity to demonstrate their understanding of their identity by writing a short screenplay. They will develop a 6 sketch screenplay complete with stage directions and dialogue. They will do this project in pairs and must also submit a small explanation (maximum 1 page) of their creative choices and decisions for their screenplay.

Assessment Value: 25%

Lesson: “Can Videogames be Good for You?”

Resources:

Teacher: Nelson - Literacy Grade 9 Pgs. 89-93

Student: Nelson - Literacy Grade 9 Pgs. 260 - 263

Hook: Have the Super Mario Theme Song playing when students enter the class.

(https://www.youtube.com/watch?v=mnipB_8Br8U). Using Mentimeter, ask the students what their favorite games are.

Starting Activity: Given them the title “Can Videogames be Good for You?” and have them write ask the students to write a very quick paragraph on their predictions of what the text will be about.. After they have written their answers, you can ask them to contribute to the class.

Transition: They students can now read the text individually.

Discussion: After they have read the text, the teacher will facilitate a class discussion using the questions (Pgs. 91 - 93).

1. What do you think now? Do video games improve the lives of teens? How do you think an adult would respond to this question?
2. What evidence is there in this presentation that the speaker is considering her purpose and her audience as she speaks?
3. If you were able to create one additional slide with notes to summarize this presentation, what might you include on the slide?
4. Do you agree with the speaker? Why or why not? Would your view change if you discovered that she was a programmer for a gaming company?
5. What strategies help you evaluate a presentation? What strategies help you deliver a successful presentation?

Assessment: After this discussion, the class will be divided into groups of 4 using the random card sorter. Then half of those groups will be PRO videogames and the other half will be CONS. (There should an equal number of both types of groups). They will be given class times to start their debate.

They must hand in an outline of their main arguments. Teacher will pair up the groups and create a schedule for when the different groups will be presenting. After each group has done their presentation, the class will vote on the side that won the argument. As well, the group members will also do peer evaluations for their other group members. The debate will count towards their summative assessment for this unit.

Lesson: “The Bar War”

Resources:

Teacher: Nelson - Literacy Grade 9 Pgs. 59-63

Student: Nelson - Literacy Grade 9 Pgs. 242-243

Hook: Have a bunch of mini chocolate bars in a bag and once the students are seated dump them out on the desk. Pick them up one at a time and read the wrapper, then choose one to eat.

Activity: Have the students come to the front and collect a bar. The students will analyze the wrapper based on the following questions/statements:

-Do you choose a product based on how it’s packaging appeals to you?

-Identify what you feel is the target audience for your wrapper. What inferences can you make about that audience?

-Do any of the bars use puns in their names or slogans? Come up with a “punny” chocolate bar name or slogan.

-The students can then of course eat the bars!

Lesson: “Teens and Online Social Networking”

Resources:

Teacher: Nelson - Literacy Grade 9 Pgs. 33-37

Student: Nelson - Literacy Grade 9 Pgs. 226-229

Hook: Have a projected image of a Facebook “like/share” social media experiment

Activity: Ask the students to list construct an outline of the social media report found in the textbook. The students will label each section of the report (refer to student book page 224) and list in jot note form the main points raised. Place the students in groups of 3-4 and have them discuss the following question: “How do you think social media can affect personal privacy?”

Lesson: “No Smoking? No Kidding”

Resources:

Teacher: Nelson - Literacy Grade 9 Pgs. 38-42

Student: Nelson - Literacy Grade 9 Pgs. 230-231

Hook: Project an image of an X-ray. The X-ray image shows side by side the lung of a long term smoker, and the lung of a person who has never smoked.

Activity: Ask the students to make a list of images and texts/slogans they could use to create a poster to encourage teens not to smoke. Ask the students to consider Elements of Style, as found on page 225. Have the students create a new headline to replace “No Smoking? No Kidding.” As per the Elements of Style invite the students to use puns or alliteration in their headlines.

Optional Assessment: Have the students combine their list of images and terms along with their headline to create a poster encouraging teens not to smoke.