

The word "ENGLISH" is written in a large, white, sans-serif font. It is centered and surrounded by several glowing, neon-like lines in shades of purple, blue, and cyan. These lines form a complex, web-like pattern that frames the text, with some lines extending to the left and right edges of the image. The background is solid black.

# ENGLISH

Grade 8 Parent Information Night

# Grade 9 English (Academic)

01

Co-create engaging learning experiences that allow learners to explore topics that matter most to them.

02

Transform student learning through the purposeful use of technology and TDSB approved digital tools

03

Develop global competencies (e.g. communication, collaboration and leadership, and critical thinking and problem solving

04

Honour student voice and choice through self-selected reading opportunities

# Ongoing Development of Skills

*The Adolescent Literacy Guide (2016)*, vision of literacy for all adolescent learners is that all students, individually and with others, develop abilities to:

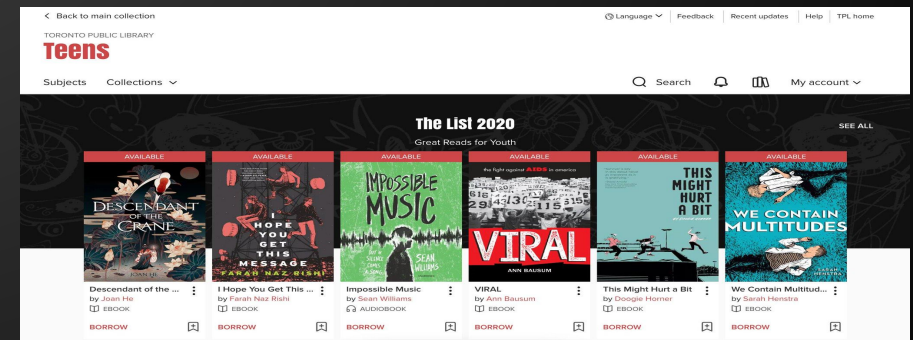
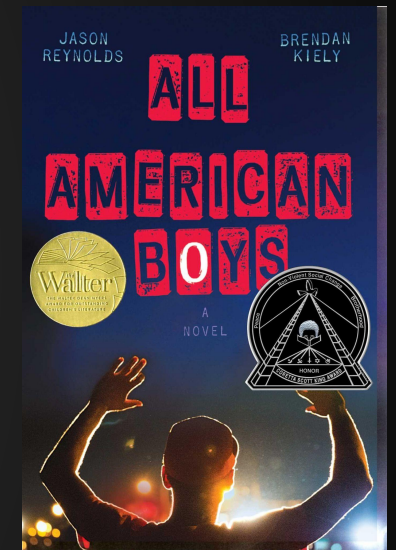
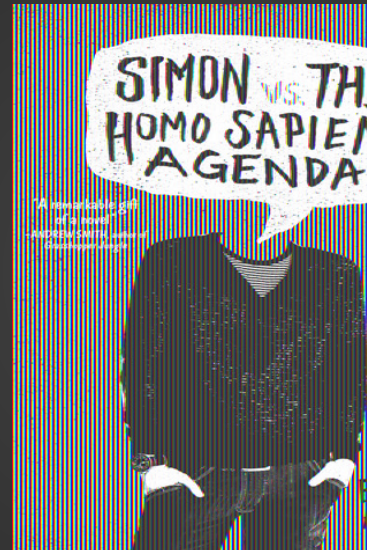
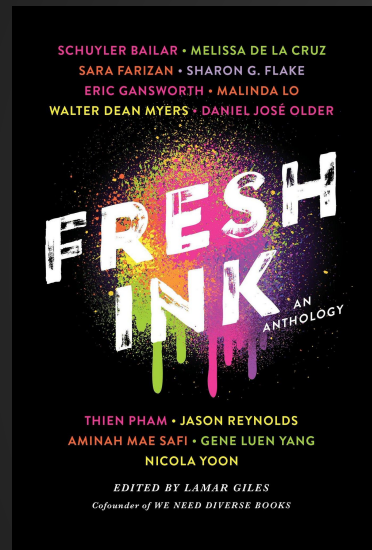
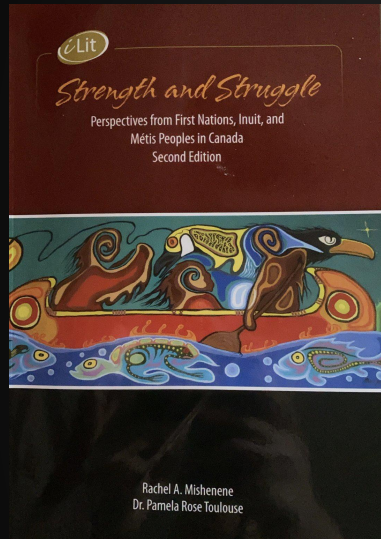
Think	access, manage, create and evaluate information in order to think imaginatively and critically to solve problems and make decisions, including those related to issues of fairness, equity and social justice
Express	use language and images in rich and varied forms to read, write, listen, speak, view, represent, discuss and think critically about ideas
Reflect	apply metacognitive knowledge and skills, develop self-advocacy, a sense of self- efficacy and interest in life-long learning

Embedded in the abilities to think, express, and reflect is a range of indicators, which form evidence of student learning and a basis for a comprehensive approach to literacy. These literacy indicators are organized around five components: critical literacy, metacognition, questioning, strategy, voice and identity.

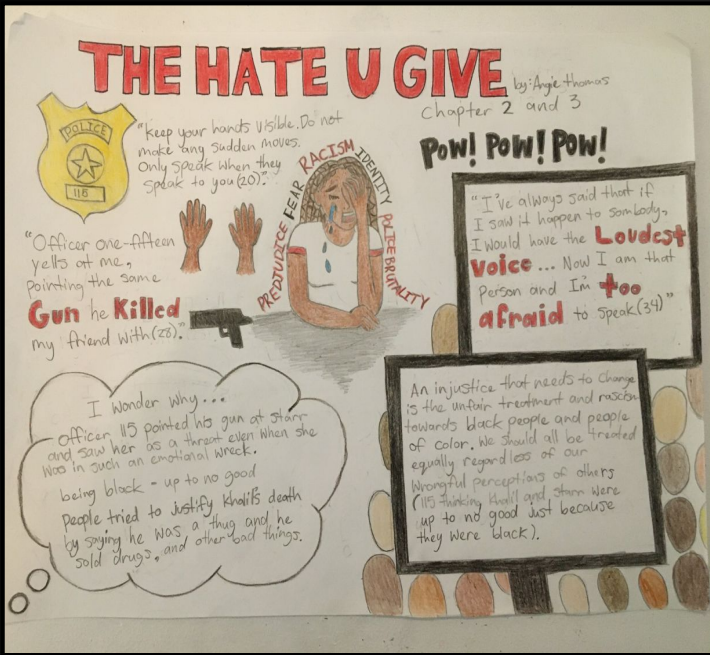
[Adolescent Literacy Guide \(2016\)](#). A Professional Learning Resource for Grades 7-12.

# Course Texts

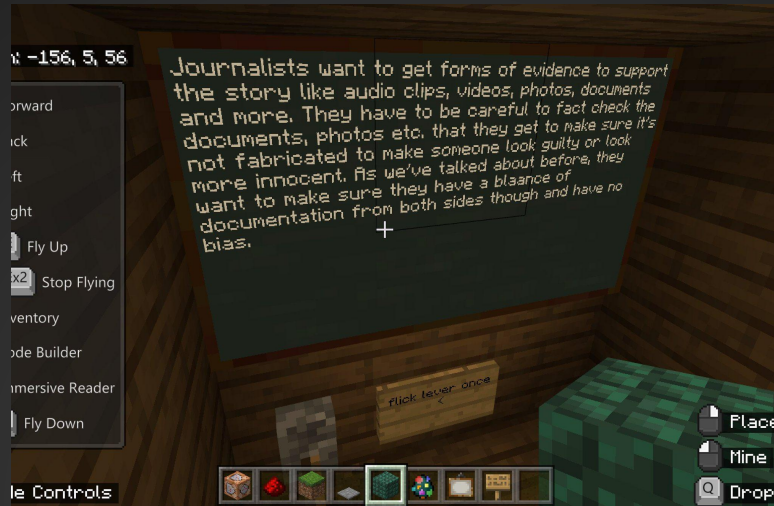
Course texts will include various genres, text forms and topics. Resources will be responsive to student interests, preferences, abilities, cultures, identities, lived experiences, and real world issues and events. Students will explore topics including identity, bias, justice, anti-racism, resistance, and liberation.



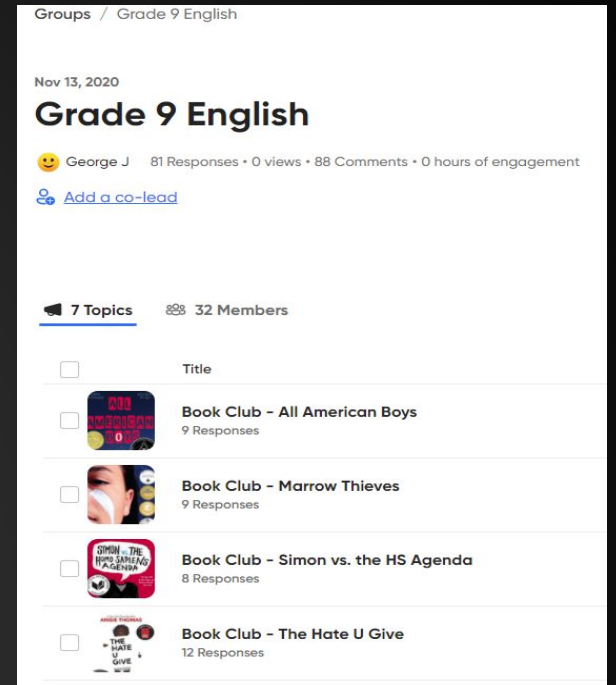
# Learning Experiences



Thought Logs



Game-based learning



Flipgrid Reader Responses

## Practice Roundtable Discussion

**Prompt: Why do you think 'Drivers License' became such a smash hit?**

Together, we will:

- read and annotate the lyrics.
- Learn about craft by listening to Olivia Rodrigo talk about the process of writing and producing the song.
- analyse the video using deep viewing techniques

To prepare for the roundtable:

- Read and annotate the these two articles:
  - Olivia Rodrigo's 'Drivers License' Hit No. 1 in a Week. Here's How
  - The Breakout Pop Song of the Year is a Cinematic Universe
- Complete the Round Table preparation sheet
- Share your ideas, questions, and connections with the class
- Complete the self-assessment after the discussion.

Roundtable Discussions

### QUICK WRITE 1-8 OVERVIEW

NUMBER	PROMPT & TEXT	REVISION STRATEGIES (Highlight in a different font colour)
#1	<p>Read <b>ONE</b> of the following listicles:</p> <ul style="list-style-type: none"> <li>"Riz Ahmed Finds the Beat Between Qawwali and House Music"</li> <li>"Amandla Stenberg Sees Beauty Underwater and Strength in Maya Angelou"</li> <li>"Sam Smith is Finding a Place Inside Queer Spaces"</li> </ul> <p><b>Prompt:</b> What are 3-5 of your cultural must-haves? Share ways they enhance your life.</p>	<ol style="list-style-type: none"> <li>Is your quick write specific or general? What more could you add?</li> <li>How long is each description of your cultural item? What more could you add?</li> <li>Use at least <b>two</b> revision points from RADAR</li> </ol>
#2	<p>Review the lesson.</p> <p><b>Prompt:</b> Write your own "I was raised by" poem based on the qualities, skills, and attitudes you experienced in your upbringing. Use this template to structure your poem.</p>	<ul style="list-style-type: none"> <li>Use at least <b>two</b> revision points from RADAR</li> <li>Uses personal examples</li> <li>Exemplar 1</li> <li>Exemplar 2</li> </ul>
#3	<p><b>Prompt:</b> Read this excerpt and choose one of the following prompts</p>	<ul style="list-style-type: none"> <li>Use at least <b>two</b> revision points from RADAR</li> </ul>

Quick Writes



Inquiry Podcast Project

# Grade 11 and 12 Electives



Grade 11 Media Studies



Grade 12 Film



Grade 12 Writer's Craft



# Contact

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