Who I Am: Unit Overview

ENL1W, Grade 9 English (De-streamed), Unit 1. 14 classes of 75 minutes (about three weeks), including one flex day.

The big question

What shapes who we are, and how do we tell our own story?

Students explore identity, voice and belonging through original model texts, storytelling and point-of-view experiments, then create a personal narrative or spoken word piece with an artist's statement.

Lessons

#	Lesson	Classes	Question	Expectations	What's inside
1	**Identity Iceberg**	1	What do people see, and not see?	A3.2, B1.1, C2.1, D1.2	Private identity iceberg; partner paraphrasing; writer's notebook
2	**Where I'm From**	1	What details make us who we are?	B1.4, C1.5, D1.2, D2.3	Original model poem; detail collector; read-around
3	**Voice Swap**	1	How does audience change our voice?	B1.3, B1.5, C1.5, D2.3	One message, four audiences; voice stations
4	**Point of View Lab**	1	Who tells the story?	C1.5, C1.6, C3.2, D2.4	Four versions of one scene; point-of-view rewrite
5	**Story Circle**	1	What makes a told story work?	B1.1–B1.4	Storytelling and listening moves; story circles
6	**Belonging**	1	When do we feel we belong?	A3.2, C2.5, C3.2, C3.6	Original story “The Name”; response and connections
7	**Memoir Moves**	1	How do writers shape true stories?	C1.5, D1.1, D1.2, D2.1	Original memoir model; try the moves; project plan
8	**Drafting Studio**	2	How do we get it down?	D1.4, D2.1–D2.3	Openings and voice mini-lessons; conferences
9	**Revise and Edit**	1	How do we make it clear?	B3.1, B3.3, D2.5, D2.6	Peer feedback; three revisions; editing checklist
10	**Showcase**	2	How do we share our work?	B1.4, D3.1–D3.3	Artist's statement; readings or gallery (summative)
11	**Looking Back**	1	What skills did we grow?	A1.1, A1.2, C2.7, D3.3	Seven transferable skills; goals
	Flex day	1			Catch-up, conferences or a buffer lesson

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Assessment

Type	In this unit
Diagnostic	Identity iceberg, notebook and first exit ticket
Assessment for learning	Point-of-view analysis, story response, project plan and conferences
Assessment as learning	Partner talk, listener notes, peer feedback and the skills reflection
Assessment of learning	Identity project (personal narrative or spoken word) with artist's statement and rubric

About the texts

The model poem, the four point-of-view scenes, the story “The Name” and the memoir paragraph are all original, written for this unit. You can add contemporary memoir, poetry or spoken word from your school's collection.

Strand A expectations (transferable skills, identity and community) are taught and assessed within strands B to D, as the 2023 curriculum requires.

What's in each lesson

- Teacher lesson plan with expectations, timed sequence, differentiation, look-fors and answer guides
- Slides with speaker notes
- Student handouts and organizers
- Editable Word and PowerPoint files, plus PDFs

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