Make It Better: Unit Overview

ENL1W, Grade 9 English (De-streamed), Unit 6. 12 classes of 75 minutes (about two and a half weeks).

The big question

How can we use language to solve a real problem in our school or community?

Teams find a real problem on a problem-finding walk, build empathy for the people affected, research it with reliable sources, fair surveys and interviews, then design a solution in a quick sprint. Each student writes a persuasive proposal to a real decision-maker, and teams pitch their ideas to a Dragons' Den style panel. The unit ends with a reflection and one real next step. An original model proposal ("A Quiet Room at Lunch") runs through the whole unit.

Lessons

#	Lesson	Classes	Question	Expectations	What's inside
1	**Problem-Finding Walk**	1	What could be better?	D1.2, A2.6, B1.2	Design thinking cycle; walk log; How might we…?
2	**Choose Your Problem**	1	Who is affected, and who can say yes?	D1.1, D1.2, A1.1	Teams; empathy map; five whys; problem statement
3	**Research Questions and Sources**	1	What's true about our problem?	D1.3, C3.3, D1.4	Research questions; CRAAP test; research log
4	**Interviews and Surveys**	1	How do we ask fair questions?	B1.2, D1.3, B1.3	Question fixer; mock interviews; survey plan
5	**Ideate and Prototype**	1	Which idea has the most impact?	A2.6, D1.2, D1.4	Crazy eights; impact and effort matrix; prototype and test
6	**The Persuasion Toolkit**	1	How do we persuade a decision-maker?	D2.4, C1.3, B1.5	Ethos, pathos, logos; model proposal; counterarguments
7	**Proposal Structure**	1	How should a proposal be organized?	D1.4, C1.3, D1.1	Proposal anatomy; transitions; outline
8	**Draft the Proposal**	1	How do we write for one important reader?	D2.1, D2.2, D2.4	Openings; formal voice; signal phrases; works cited
9	**Revise and Edit**	1	How do we make every word count?	D2.5, D2.6, D2.4	Revision stations; editing checklist (summative 1)
10	**Pitch Craft**	1	How do we say it in four minutes?	B1.3, B1.4, D3.1	Pitch structure; slide design; delivery; rehearsal
11	**Dragons' Den Showcase**	1	Will the panel say yes?	D3.2, B1.3, B1.4	Pitches and panel questions (summative 2)

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12	**Reflect and Act**	1	What did we learn, and what's next?	D3.3, D1.5, A3.1	Process reflection; skills that travel; a real message

Assessment

Type	In this unit
Assessment for learning	Walk log, empathy map, research log, question fixer, crazy eights and matrix, appeals planner, outline, draft conferences, rehearsal feedback
Assessment as learning	Team contract, revision stations, editing checklist, panel and audience feedback, process reflection
Assessment of learning	Written proposal (individual) and pitch presentation (team, assessed individually), with rubrics in the Summative Tasks file

About the texts

The model proposal, pitch, survey results, school and people are original and fictional. Students find and evaluate their own research sources.

Plan the walk route for Lesson 1 and let colleagues know. Check your school's policy on student surveys before Lesson 4. Invite real decision-makers (a principal or vice-principal, student council, librarian, custodian, parent council or community member) to the Lesson 11 showcase if you can. Check every message before students send it in Lesson 12.

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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