

**St. Clair Catholic District School Board
Student Information Sheet**

Grade: **9**
 Course Code: **ENG 1D0**
 Course Type: **Academic**
 Credit: **One**
 Prerequisite: **None**
 School: **Ursuline College**
 Department: **English**
 Program Head: Ms. N. Foster

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Course Description:

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

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 How this course supports the Ontario Catholic Graduate Expectations:

Through the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.

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1. Overall Expectations for Student Learning:

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following strands:

Strand: Literature Studies and Reading	Strand: Writing
<ul style="list-style-type: none"> • Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a variety of strategies to construct meaning 	<ul style="list-style-type: none"> • use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
<ul style="list-style-type: none"> • Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning 	<ul style="list-style-type: none"> • draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience
<ul style="list-style-type: none"> • Use knowledge of words and cueing systems to read fluently 	<ul style="list-style-type: none"> • reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
<ul style="list-style-type: none"> • reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading 	<ul style="list-style-type: none"> • generate, gather and organize ideas and information to rite for an intended audience and purpose

Strand: Oral Communication	Strand: Media Studies
<ul style="list-style-type: none"> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes 	<ul style="list-style-type: none"> demonstrate an understanding of a variety of media texts
<ul style="list-style-type: none"> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes 	<ul style="list-style-type: none"> identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
<ul style="list-style-type: none"> reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication situations 	<ul style="list-style-type: none"> create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
	<ul style="list-style-type: none"> Reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts

2. Expectations: Learning Skills

It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self Regulation

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.

3. Supports For Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative Expectations will be outlined in an IEP and will be communicated to parents.

4. Course Breakdown and Assessment and Evaluation Strategies:

Unit	Unit Title/ Description	Assessment and Evaluation Strategies	Resources
One	Expository Writing	Submission of various paragraphs (exposition, argumentation, description, narration) Essay writing: literary and informational forms of writing	<i>Language and Writing 9</i> <i>Writing Clear Paragraphs</i> (Teacher Resource) <i>Writing Clear Essays</i> (Teacher Resource)
Two	Short Fiction	Analysis of various fictional short stories Study of figurative language Sight passage test Quizzes	<i>Be a Better Reader D Literature and Media 9</i> <i>Literacy Power G</i>
Three	Novel Study	Quizzes, tests, character analysis, group literature circles presentations, written and verbal analysis of themes (paragraphs and essays)	<i>Moonfleet</i>
Four	Grammar	Infused throughout the course	<i>Literacy Power G</i> <i>Language Power 9</i> <i>Language Works 9</i> <i>Language and Writing</i> Individual teacher Resources
Five	Drama/Poetry	Quizzes, tests, oral reading, presentations, essays	Shakespearean Drama: <i>Midsummer Night's Dream</i>
Final Evaluation	Final Exam (30%)	Reading and writing	

5. Mandatory Essential Summative Assignments:

- One personal opinion essay
- One literary essay
- One research report
- One oral presentation
- Independent reading journal

6. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Category	Evaluation
Knowledge/Understanding	(Term) 30%
Thinking/Inquiry	(Term) 20%
Communication	(Term) 30%
Application	(Term) 20%
Final	Term 70% Exam 30%

7. School, Department and Classroom Policies: Refer to the Student Handbook.

Students' Responsibilities With Respect to Evidence for Evaluation

Late and Missed Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within **the time frame specified by the teacher.**

If a student is struggling with an assignment or is experiencing circumstances which make it impossible to complete an assignment within the specified time frame, he/she should speak to the teacher and **an extension shall be granted and every support will be made for the student's success.**

Students must also understand that if assignments are not completed in the specified time frame because of **lack of responsibility, then marks may be deducted for late assignments** up to and including the full value of the assignment.

PLAGARISM is using anyone else's words or ideas and presenting them as your own. This includes the following:

- Downloading
 - Copying
 - Purchasing
 - Cutting and pasting
 - Creating fake citations
 - Using ideas written by other students or parents
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(Please detach and return.)

We have read and understood this student information sheet.

Course Code:

Student's signature: _____ **Date:** _____

**Parent/Guardian's
Signature:** _____ **Date:** _____