

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

Grade: **9**  
Course Code: **ENG 1P0**  
Course Type: **Applied**  
Credit: **One**  
Prerequisite: **None**  
School: **Ursuline College Chatham**  
Department: **English**  
Program Head: Ms. N. Foster

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**Course Description:**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and their daily lives. Students will read, interpret and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 Applied English course, which leads to college or workplace preparation courses in Grade 11 and 12.

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How this course supports the Ontario Catholic Graduate Expectations:

**Though 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"> <li>read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning</li> </ul>	<ul style="list-style-type: none"> <li>generate, gather and organize and information to write for an intended purpose and audience</li> </ul>
<ul style="list-style-type: none"> <li>recognize a variety of text form, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</li> </ul>
<ul style="list-style-type: none"> <li>use knowledge of words and cueing systems to read fluently</li> </ul>	<ul style="list-style-type: none"> <li>draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience</li> </ul>
<ul style="list-style-type: none"> <li>reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

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

## 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	Writing and Language Arts (infused throughout the course)	Paragraph and report writing, (literary, opinion and informational and news report writing)	<i>Language and Writing 9</i> <i>Be A Better Reader Level B</i> <i>Communicating Skills Level 8</i> <i>Language Works 9</i> <i>Literacy Power G</i>
Two	Short Fiction	Reading, tests, quizzes, media projects, presentations, passage test	<i>Literature and Media 9</i> Other teacher resources
Three	Novel Study	Quizzes, tests, journals, media projects, essay	<i>The Wave</i> <i>No Where to Call Home</i>
Four	Media – infused throughout the course	Multi-media projects	<i>Literature and Media 9</i> Various teacher resources
Five	Drama/Poetry	Quizzes, tests, projects, oral presentations, written assignments	<i>Literature and Media 9</i>
Final Evaluation	Term 80% Exam 20%	Exam of reading and writing	

## 5. Teaching/Learning Strategies:

- \*Group Work
- \*Pairs Activities
- \*Whole Class Activities
- \*Lectures
- \*Discussions
- \*Presentations
- \*Other

## 6. Assessment and Evaluation of Student Learning:

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

Category	Evaluation
<b>Knowledge/Understanding</b>	<b>(Term) 30%</b>
<b>Thinking/Inquiry</b>	<b>(Term) 20%</b>
<b>Communication</b>	<b>(Term) 30%</b>
<b>Application</b>	<b>(Term) 20%</b>
<b>Term:80%</b>	<b>Term 80%</b>
<b>Exam:20%</b>	<b>Exam 20%</b>

## 7. Mandatory Essential Summative Assignments:

- One personal opinion essay
- One news report
- One research report
- One oral presentation
- Reading response journal

**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.)**

**To the student and parent(s)/guardian:**

**We have read and understood this student information sheet.**

**Course Code** \_\_\_\_\_

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian's  
Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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