



THAMES VALLEY DISTRICT SCHOOL BOARD  
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	English Grade 9 Applied	Course Code:	ENG 1P1
Course Type:	Applied	Credit Value:	1.0
Teacher(s):	Ms. Shultis		

**Course Texts:** *Literature and Media 9 (Nelson), Language and Writing 9 (Nelson), Sightlines 9, Resourcelines, Romeo and Juliet or Twelfth Night (Picture This series), Soldier X, Bad Boy, The Outsiders, Things Not Seen, Theories of Relativity* or variety of other novels, plays

**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 daily life. 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. This 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.

**Prerequisites: None**

**Course Overall Expectations:**

By the end of this course, students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
- read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- use knowledge of words and cueing systems to read fluently
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
- generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- 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.
- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Unit Overview	Assessment and Evaluation Methods
Novel studies	Evaluations are varied and may include response writing, quizzes, tests, projects, seminars, oral presentations, essays and performances.  Teachers will identify major evaluations for each unit.  Process work needs to be done in a timely way to be of value to the student and evaluated by the instructor.
Non-fiction, short fiction, poetry	
Media study- may be integrated into other units	
Course culminating activity	In-class unit
Exam	Sight passage and exam

#### Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlines in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (assessment for learning), helping to set learning goals and monitor their own progress (assessment as learning), and evaluation and reporting of progress in the form of grades and marks (assessment of learning).

Curriculum			Evaluation/Weight of Marks		
Strand	%		Evaluation	Percentage	
Oral Communication	70		Term	Term Work	70
Reading and Literature			Summative	In-class unit	15
Writing				Exam	15
Media Studies					

Note that the Achievement chart for English identifies four areas of knowledge and skills: Knowledge and Understanding, Thinking, Communication, Application. These categories are used in a balanced fashion to develop quality assessment tasks and tools, plan instruction for learning, and provide meaningful feedback to students. (*English Curriculum 2007; Growing Success*)

#### Learning skills and work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

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

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student/teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement.

**Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.**

#### Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments may apply to major assignments only.**

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*