

Canada World Education Centre Course Outline

Course: English			
Grade: 9	Type: Academic	Credit Value: 1	Course Code:ENG1D
Teacher: J.F. Michaud		Development Date: 04/15/2019	
Course Reviser:Vizarat Shaikh		Prerequisite: None	
Date:			
Ministry Curr. Doc:The Ontario Curriculum Grades 9 to 12, Course Descriptions and Prerequisites, 2018			
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 analyse 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.			
Overall Expectations for Student Learning By the end of the course, students will: <div><div>1.</div><div>Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</div></div> <div><div>2.</div><div>Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</div></div> <div><div>3.</div><div>Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</div></div> <div><div>4.</div><div>Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;</div></div> <div><div>5.</div><div>Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</div></div>			

<p>6. Reading With Fluency: use knowledge of words and cueing systems to read fluently;</p> <p>7. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p> <p>8. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>9. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>10. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>11. Reflecting on Skills and Strategies: 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.</p> <p>12. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p> <p>13. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p>14. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>15. Reflecting on Skills and Strategies: 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.</p>	
Outline of Course Content	Hours:
Unit:	
Unit 1. Grammar & Usage: Vocabulary, Sentence Structure, Punctuation	5
Unit 2. Narrative Forms/Voices: Short Stories	15
Unit 3. Novel Study: 2 texts (Up to discretion of teacher)	15
Unit 4. Essay Reading and Writing/Informational Texts	10
Unit 5. Media Studies: Examination of various media works	10
Unit 6. Romeo and Juliet: Dramatic reading of Shakespearean Novel	20
Unit 7. Poetic Forms and Voices: Poetry terms/forms in context	15
Culminating Task: Presentation of dramatic monologue & Essay	20
<p>Teaching and Learning Strategies</p> <p>Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:</p>	

Helping students become self-directed.

In order to address the unique learning styles of students in this course, a variety of activities and learning experiences should be offered, including, but not restricted to: questioning, demonstrations, role-plays, simulations, co-operative group learning, brainstorming, discussion, peer coaching, interviewing, reflective writing, reflective thinking exercises, concept mapping, reading, tutoring, direct instruction, one-on-one teaching, and experimental learning.

Teachers will find ways throughout the course for students to make authentic learning connections with their other courses, the school, local community and the world at large.

Assessment & Evaluation of Student Performance

Assessment & Evaluation

The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning.

Mid-semester and final marks are determined through evaluations or Assessments of Learning, which typically occur towards the end of a unit and end of semester. During the learning process, information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as Assessment as Learning and Assessment for Learning do not carry a mark weight, but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Considerations for Program Planning

Program Planning Considerations • Individual Education Plan: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program. • The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- **English As a Second Language (ESL): Appropriate accommodations in teaching,**

learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

Resources

Technological Devices:

CWEC supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community