
Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 9 English: Academic - ENG 1D1

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: English
- Curriculum Leader: Lisa Rodopoulos
- Course title: English, Grade 9, Academic (ENG1D). Credit Value 1.0
- Prerequisites(s) and co-requisite(s): None
- Textbook(s) and resource materials that are essential to the course:
 - JETS Reading Program (**J**oy **E**mpathy **T**hinking **S**trategies - ongoing daily reading to build critical thinking and engage readers) – a selection of novels (graphic, (non) fiction) and a multitude of other texts driven by student voice/choice
 - Julius Caesar or Twelfth Night by William Shakespeare

2. 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 selective 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.

3. Overall Expectations

Oral Communication

1. *Listening to Understand:* listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. *Speaking to Communicate:* use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. *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.

Reading and Literature Studies

1. *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;
2. *Understanding Form and Style:* recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. *Reading With Fluency:* use knowledge of words and cueing systems to read fluently;

4. *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

Writing

1. *Developing and Organizing Content*: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. *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;
3. *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;
4. *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.

Media

1. *Understanding Media Texts*: demonstrate an understanding of a variety of media texts;
2. *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;
3. *Creating Media Texts*: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. *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.

4. COURSE CONTENT: *unit titles in the sequence in which the material will be studied as best as known at the time of publishing.*

Ongoing:

- **JETS:** JETS Reading Program (Joy Empathy Thinking Strategies - ongoing daily reading to build critical thinking and engage readers) – a selection of novels (graphic, (non) fiction) driven by student voice/choice – Conferencing with Teacher, Reflections in JETS Reading Booklet; Book Clubs, IGT analysis and creation
- Language use – Parts of Speech, punctuation, using quotations, vocabulary building (integrated); poetry

Unit 1: Short Stories - diagnostic activities, reading strategies and CHIRPS annotations, Round Table Discussion (assessment); news article analysis and creation

Unit 2: Non fiction – Photo analysis (visualizing, inferring); Expert-Inquiry Assignment (formulating questions through student inquiry, thesis creation, developing research and citation skills, persuasive paragraph writing)

Unit 3: Shakespeare –reading analysis/annotation, Panel Discussion, Literary essay

Unit 4: Film Study – film view questions and Round Table Discussion

In-class Culminating Final Evaluation: Reading, Writing, Media, and Oral Communication Skills – 30%

5. 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 (ELL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ELL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

6. Learning Skills

Learning Skills are skills and habits which are essential to success in school and in the workplace. The Learning Skills evaluated are:

- Works Independently
- Teamwork
- Organization
- Work Habits/Homework
- Initiative

Teachers report achievement of learning skills by using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

7. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations. Plagiarism is the submission of the ideas or writings of another as if they were one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and will result in a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

8. Assessment and Evaluation of Student Achievement:

The primary purpose of assessment and evaluation is to improve student learning. **Diagnostic/Assessment** is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used:
 - **Writing strategies include:** news article, persuasive “inquiry” essay, literary essay
 - **Reading strategies include:** Reading conferencing and reflection, Reading Strategies (predicting, connecting, highlighting, questioning, inferring, summarizing, etc.) through annotations; reading several different forms of literature (short stories, poems, play, novel, non-fiction essays and articles); book clubs
 - **Oral Communication strategies include:** round table and panel discussions; book clubs; research presentation
 - **Media strategies include:** Digital Exploration, deconstructing and creating Info Graphic Texts (IGTs), news article analysis and creation, film study, reading/viewing/listening to/analyzing various media texts including photographs.

9. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, the following four strands will form the basis of reporting, according to the weightings shown:

Oral Communication	Media Studies	Writing	Reading and Literature Studies
20%	20%	30%	30%

70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities are included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes.

Approximate Date	Type of Culminating Activity	Percentage of Final Grade
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SEMESTER ONE:

December 16 + 17, 2019	Reading Skills/Annotations	9%
January 8, 9, 10, 2020	Panel Discussions	9%
January 15 + 16, 2020	In-Class Written Essay	12%

SEMESTER TWO:

May 27 + 28, 2020	Reading Skills/Annotations	9%
June 3, 4 + 5, 2020	Panel Discussions	9%
June 10 + 11, 2020	In-Class Written Essay	12%

10. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

11. Determining the Mark for the Final Report Card

The grade for the final report card will be the sum of the 70% Course term mark and the 30% Final culminating mark.

12. Teacher-Specific Information:

- Teachers are available for extra help upon request
- Parents can contact teachers in the English department through the main office at (416) 393-1860 ext 20090.

ENG 1D1 COURSE EVALUATION PLAN

30% In-Class Culminating Final Activities (Final Evaluation)

Task	Achievement Chart Focus	Overall Expectations
Thematic Skills Based Writing, Reading, Media, and Oral Communication Activities	Writing Reading Oral Communication Media	W. 1, 2, 3, 4 R. 1, 2, 3, 4 O. 1, 2, 3 M. 1, 2, 3, 4

70% Course Work

ONGOING: JETS Reading Program – Novels (Graphic Novels; (Non) Fiction) – Student Voice/Choice

Task	Achievement Chart Focus	Overall Expectations
JETS Reading-Reflection Booklet + Book Clubs (Diagnostic-Assessment-Evaluation)	Reading + Oral Communication Writing	R. 1, 2, 3 O. 1, 2, 3 W. 1, 2, 3
Digital Exploration Project	Media	M. 1, 2, 3, 4

Unit 1: Short Stories

Task	Achievement Chart Focus	Overall Expectations
Reading Annotations (CHIRPS) + Paragraph Writing (<i>Assessment</i>)	Reading Writing	R. 1, 2, 3 W. 1, 2, 3, 4
News Article Creation (Creative Writing)	Media Writing	M. 1, 2, 3 W. 1, 2, 3
Round Table Discussion (<i>assessment</i>)	Oral Communication (assessment)	O. 1, 2

Unit 2: Non-Fiction

Task	Achievement Chart Focus	Overall Expectations
Expert-Inquiry Assignment	Writing Reading	W. 1, 2, 3, 4 R. 1, 2, 3

Unit 3: Shakespeare (Julius Caesar or Twelfth Night)

Task	Achievement Chart Focus	Overall Expectations
Panel Discussion	Oral Communication Reading	O. 1, 2, 3, 4 R. 1, 2, 3
Literary Essay	Writing	W. 1, 2, 3

Unit 4: Film Study

Task	Achievement Chart Focus	Overall Expectations
Film View + Round Table Discussion	Media Oral Communication	M. 1, 2, 4 O. 1, 2, 3

GLOSSARY OF CURRICULUM EXPECTATIONS

Oral Communication

- O. 1→Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- O. 2→Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- O. 3→ 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.

Reading and Literature Studies

- R. 1→ 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
- R. 2→ Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- R. 3→ Reading With Fluency: use knowledge of words and cueing systems to read fluently
- R. 4→ 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.

Writing

- W. 1→ Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience
- W. 2→ 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;
- W. 3→ 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;
- W. 4→ 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.

Media Studies

- M. 1→ Understanding Media Texts: demonstrate an understanding of a variety of media texts
- M. 2→ 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;
- M. 3→ Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- M. 4→ 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.