**2020 Forest Hill Collegiate Institute
Course of Study and Evaluation Statement**

Grade 9 English: Locally Developed - ENG 1L

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, Locally Developed (ENG1L). Credit Value 1.0
• Prerequisites(s) and co-requisite(s): None
• Textbook(s) and resource materials that are essential to the course:

  ☐ Reading Selections (TBD)
  ☐ Media (TBD)

2. Overall Goals

Course Description:

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course.

The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.

Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Developing Listening and Talking Skills

Overall Expectations

By the end of this course, students will:

DLTV.01 • use listening skills to participate in formal and informal classroom discussions;
DLTV.02 • use talk to develop thinking skills in small and large group interactions;
DLTV.03 • contribute ideas and converse while participating in classroom activities;
DLTV.04 • identify their strengths as oral communicators and reflect on next steps in further developing listening and talking skills.

Developing Reading and Viewing Skills

Overall Expectations

By the end of this course, students will:

DRVV.01 • develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;
DRVV.02 • read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected;
DRVV.03 • identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills.

Developing Writing Skills

Overall Expectations

By the end of this course, students will:

DWSV.01 • apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;
DWSV.02 • convey information and ideas clearly in a variety of short written forms;
DWSV.03 • identify their strengths as writers and reflect on next steps in further developing their writing skills.

Course content:

Unit 1: Literacy Fundamentals: Reading, Speaking, Writing – Communicating and Responding
Unit 2: Stories and Life (media and fiction/non-fiction)
Unit 3: Making Connections: Consolidating Skills (presenting and reflecting)
Unit 4: Culminating (30%)

Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations..
- *Independent Study* refers to the range of instructional methods, which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement:
The primary purpose of assessment and evaluation is to improve student learning. 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**: apply the writing process to convey information and ideas in a variety of different forms/formats
  - ☐ **Reading strategies include**: reading a variety of short, engaging, authentic, and relevant print and non-print text forms , engage in conversation (reflection on reading skills and text features)
  - ☐ **Oral Communication strategies include**: listening for engagement in formal and informal classroom discussions, creating/ asking relevant questions, reflecting on and identifying listening and speaking skills, identifying text information and features.

Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills 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.

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 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.

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 Skills	Writing skills	Reading skills
40%	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. Culminating activities that are formal examinations occur within the last nine days of the semester.

Approximate Date	Type of Culminating Activity	Percentage of Final Grade

TDB	Culminating Tasks
	  - Reading
	  - Writing
	  - Speaking
		30%

** 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, categories/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.

** 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.

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

**See program considerations below for specifics on course credit and mark generation guidelines

N.B. Factors such as time, student needs, and unforeseen events can affect the delivery of a course. Therefore, this plan is subject to change.

Some Considerations for Program Planning in LDCC English Courses:

Teachers who are planning a program for LDCC English must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000.* Information that pertains to the development of essential literacy skills is provided in *Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario, 2003.* Information that pertains to the development of essential mathematical literacy skills is provided in *Leading Math Success – Mathematical Literacy, Grades 7–12: The Report of the Expert Panel on Student Success in Ontario, 2004.* All of these resources can be found on the ministry website at www.edu.gov.on.ca. Considerations relating to program planning in LDCC English are noted here.

Education for Exceptional Students

In planning locally developed compulsory credit courses for exceptional students, teachers should begin by examining both the curriculum expectations for the course and the needs of the individual student to determine which of the following options is appropriate for the student:

• no accommodations* or modifications; or
• accommodations only; or
• modified learning expectations, with the possibility of accommodations.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). For a detailed discussion of the ministry's requirement for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation,* 2000 *(referred to hereafter as *IEP Standards,* 2000). More detailed information about planning courses for exceptional students can be found in Part E of *Special Education: A Guide for Educators,* 2001. Both documents are available at www.edu.gov.on.ca.

* "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

Students Requiring Accommodations Only

With the aid of accommodations alone, some exceptional students are able to participate in the regular course curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the course.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards*, 2000, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, courses.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 14 of *IEP Standards*, 2000, for more examples).

If a student requires "accommodations only" in the locally developed compulsory credit course, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document.

Students Requiring Modified Expectations

Some exceptional students will require modified expectations, which differ from the regular LDCC course expectations. For most secondary school courses, modified expectations will be based on the regular curriculum expectations for the course but will reflect changes to the number and/or complexity of the expectations.

Modified expectations must indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (*IEP Standards*, 2000, pages 10 and 11). For secondary school courses, it is important to monitor, and to reflect clearly in the IEP, the *extent* to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements,* 1999, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents/guardians and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the IEP should identify which expectations will not be assessed and evaluated. When modifications are so extensive that achievement of the learning expectations is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark recorded on the Provincial Report Card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards*, 2000, page 11).

If a student requires modified expectations for the locally developed compulsory credit course, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grade 9–12* must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as about next steps for the student learning in the course.

The Role of Technology in the Curriculum

Using information technology will assist students in the achievement of many of the expectations in the LDCC English courses. Information technology helps students in their written work and in the analysis of informational and literary texts. Students should use word processing to draft, organize, revise, edit, and format written work. In their research, students should use multimedia resources to find, process, and reorganize information and ideas. Presentation software and audio-visual technologies will enhance the effectiveness of oral and visual presentations.

Antidiscrimination Education

The LDCC curriculum is designed to help students acquire the "habits of mind" essential in a complex democratic society characterized by rapid technological, economic, political, and social change. Students are expected to demonstrate a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community, as well as respect and responsibility for the environment. These attitudes, including understanding the importance of protecting the rights of others and taking a stand against racism and other expressions of hatred and discrimination, are modelled in the classroom and prepare students for their future roles at home, at work, and in the community.

The learning activities and materials used to teach the curriculum should be inclusive in nature, and should reflect various points of view and experiences, including the Aboriginal perspectives. This will enable all students to become more sensitive to the experiences and perceptions of others. Curriculum activities should also strengthen students' abilities to recognize bias and stereotypes in contemporary as well as in historical portrayals, viewpoints, representations, and images.