

Course Title	English, Grade 9 Academic
Credit Value	1.0
Date of Revision	January 2022
Teacher Developer	Ms. Rodopoulos
Teacher Contact Information	Lisa.Rodopoulos@tdsb.on.ca (after March 28, 2022)

COURSE DESCRIPTION

This course is designed to extend the range of 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 and evaluate 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 English course and Ontario Secondary School Literacy Test (OSSLT), as well as university or college preparation courses in Grades 11 and 12.

COURSE OVERVIEW

Unit of Study	Dates	Evaluations (With Strands and Weighting)
JETS Reading and Writing Program (Diagnostic – Assessment + Evaluation) → Daily reading program	<i>Ongoing throughout the semester.</i>	JETS: 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) driven by student voice/choice - Conferencing with Teacher, JETS Digital Reflections Booklet; Book Clubs - Best of Book Club (R + W) - Book Club Oral (O) - Media Text Analysis + Connections to JETS Reading (M)
Non Fiction	Feb 14 - March 22	- Expert-Inquiry Assignment - Research + Persuasive Paragraph (W) - Digital Exploration Project #1 from Expert Inquiry (M/O)
Short Stories + Poetry	March 21 – April 22	- Reading Annotations – CHIRPS (R) - Creative Writing - News Article (W) - Round Table/Panel Discussions (O)
Play/Film Study	April 25 – May 31	- Film Analysis + Round Table/Panel/Flipgrid Discussions (M + O) - Thought Logs (R + W)
Culminating Activity	June 3 – June 17	- Persuasive Writing - Themes from JETS Reading and Core Texts (Reading + Writing) → 10% - Digital Exploration Project + Reflections – Social Issues from JETS Readings (Media + Oral) → 10%

***PLEASE NOTE:** The above is meant to be a guideline only. Content, dates, and topics may change according to student need and as circumstances require over the course of the semester

ASSESSMENT AND EVALUATION

- The primary purpose of assessment and evaluation is to improve student learning.
- Assessment is when teachers examine student contributions to class activities and discussions, process work for assignments and projects, and other course performances that accurately reflect how well a student is achieving curriculum expectations in a course. The teacher uses this information to give students feedback they can use while completing tasks that will be evaluated.
- Evaluation refers to the process of assigning a mark to represent how the student's work demonstrates their achievement of established criteria.
- The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating students' achievement. Students are evaluated according to major categories, or strands, in each course. Ministry curriculum documents provide detailed description of student achievement levels. Achievement categories (KICA) are reflected in every Evaluation Rubric; each Evaluation itself is reported according to the Strand(s) of Study in the English Curriculum Guidelines it demonstrates.
- In order to help you achieve success in this course, your teacher will use a variety of teaching, assessment, and evaluation strategies throughout the course to maximize your opportunities for learning.

The following strands of study form the basis of reporting. This chart describes how you will be evaluated in this course:

Term / Culminating	Strand	Weight
Term Work 80% of your overall grade in this course	Reading	24%
	Writing	24%
	Oral Communication	16%
	Media	16%
Culminating Activity 20% of your overall grade in this course	Culminating Activity (You will use the skills that you have developed throughout the course to complete a final culminating activity.)	20%

LEARNING SKILLS

- These are the skills and habits that are essential to success in school and in the workplace. The learning skills that will be evaluated in this course are:
 - Responsibility
 - Organization
 - Collaboration
 - Independent Work
 - Self Regulation
- Teachers report achievement on the five Learning Skills using letter symbols:
 - E = Excellent
 - S = Satisfactory
 - G = Good
 - N = Needs Improvement
- Learning Skills affect levels of achievement, but are not included in the determination of the final grade for this course. An assessment of a student's Learning Skills in this course will appear as a separate section of each Report Card.

ACADEMIC HONESTY

- Students are expected to submit only their own original work on evaluations done both in and out of class.
- Plagiarism is the misrepresentation of ideas and/or writings of another as 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 by the teacher and communication with the student, their Vice-Principal, and their parent/guardian.
- The student will receive a mark of zero for the plagiarized work.
- Whether the student has an opportunity to demonstrate their learning in another assignment will be at the discretion of the teacher and/or school administration.
- This applies to all student submissions and contributions, written, oral, and visual.

PROGRAM EXPECTATIONS AND PLANNING CONSIDERATIONS

- Attendance and Participation → Students are expected to attend all classes in person. If you are scheduled as a virtual student, you may access the class simultaneously via the platform that your Teacher has created. (eg. Google Classroom / Zoom)
- Students are also expected to complete all assignments on time. Should you need to miss a class, or require an extension for an assignment, please communicate with your teacher as soon as possible so you do not fall behind.
- Individual Education Plan → Accommodations to meet the needs of exceptional students as set out in their IEP will be implemented within the classroom.
- Technology in the Curriculum → Students are expected to access our Google Classroom on a daily basis. This tool will be used to supplement our in class instruction, post course materials, and make announcements. In addition, all student work will be collected through our Google Classroom.
 - *In the event that in-school learning is suspended temporarily due to the COVID-19 pandemic, all classes and course communications will be conducted via our Google Classroom. Students must check their TDSB email and TDSB Connects App multiple times daily for important course, school, and board updates as the semester progresses.*
- English as a Second Language → Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help English Language Learners gain proficiency in English.

CURRICULUM EXPECTATIONS

- Overall and specific expectations for this course can be found beginning on page 41 of the [Ministry Curriculum Document](#).