

Sir John A. Macdonald Collegiate Institute Course Brief

Course Name	GRADE NINE ACADEMIC ENGLISH	Grade	9
Course Code	ENG1D1	Credit Value	1
Pre-Requisite	GRADE EIGHT ENGLISH	Or Recommended Pre-Requisite	
Type of Course	GRADE NINE ACADEMIC-LEVEL ENGLISH		

TEXTBOOKS

Early September OR AN EQUIVALENT SELECTION OF STORIES

Myth and Meaning

The Hate U Give

REPLACEMENT COST (if lost or damaged)

\$33.11

\$45.00

\$20.00

ADDITIONAL RESOURCES/LEARNING MATERIALS

- DVDS: "The Hate U Give"
- WEBSITES AND INTERNET IN GENERAL
- MAGAZINES
- CDS AND DVDS
- DICTIONARIES AND THESAURUSES

Course Description

Students develop an understanding of the conventions of narrative literature and language. Students read and study a range of short narratives, including short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. They apply appropriate strategies to read, understand, and interpret narrative texts. Students use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and mood to understand and interpret narrative texts. Students demonstrate their understanding of narrative by recording their thoughts, ideas, and feelings in a variety of personal and interactive responses and by creating and sharing their own narratives. Students write descriptive and expository paragraphs, thereby providing a foundation for writing the five-paragraph essay. Ongoing personal reading and writing are essential for students to develop mature communication skills.

Curriculum Strands/Categories (this may differ depending on discipline and level)

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts

Assessment and Evaluation of Student Achievement

Unit	Unit Title	Evaluation Task	Achievement Chart Focus
Unit 1	Short Story - elements of a short story - literary devices	Sight Short Test Literary Paragraph News Report (choice)	Reading and Writing Reading and Writing Reading, Writing and Media
Unit 2	Mythology	Quiz Media Assignment Create Own Myth News Report (choice)	Reading and Writing Media, Oral, Reading and Writing Reading and Writing Reading, Writing and Media
Unit 3	Culminating Activity – <i>The Hate u Give</i> by Angie Thomas	Five to ten journal entries TED Talk Assignment News Report Literary Paragraph	Reading and Writing Reading, Writing, Media and Oral Communication Reading, Writing and Media Reading and Writing

Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4/L4+ L4 LL4/L4-	95 – 100 87 – 94 80 – 86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3/L3+ L3 LL3/L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2/L2+ L2 LL2/L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1/L1+ L1 LL1/L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

Weighting by Strands/Categories			
Writing	20% overall (30% of coursework)	Media	15% overall (20% of coursework)
Reading	20% overall (30% of coursework)	Oral Communication	15% overall (20% of coursework)
Culminating Assessment	30 %		

Assessment and Evaluation Strategies: the following is a list of potential A/E strategies used within the course; the list may not be exhaustive and is subject to change

- Diagnostic Test
- Book Talks
- Think/Pair/Share
- Oral Presentations
- Visual Art Creations
- On-line and Library Research
- Paragraph Writing
- Educational Games
- Media Creations
- Group and Class Discussions
- Film, Book, and Website Reviews
- Summary/Précis Writing

CALCULATION OF FINAL MARK

- 70% for evaluations conducted throughout the course
- 30% for a Culminating Activity – the C/A will occur in the final 2 weeks of the course

Please note: Changes to the above course outline, while minimal, may be made during the course of the year, at the discretion of the teacher.