

### Sir John A. Macdonald Collegiate Institute Course Brief

<b>Course Name</b>	English	<b>Grade</b>	9-10
<b>Course Code</b>	ENG 1L/2L	<b>Credit Value</b>	1
<b>Pre-Requisite</b>	N/A	<b>Or Recommended Pre-Requisite</b>	N/A
<b>Type of Course</b>	Full-year, locally developed English course		

TEXTBOOKS N/A

REPLACEMENT COST (if lost or damaged)

ADDITIONAL RESOURCES/LEARNING MATERIALS

REPLACEMENT COST (if lost or damaged)

#### 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.

#### 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/Description	Evaluation Task	Achievement Chart Focus
Unit 1	Self-Identity	"This is Me as a Learner" Reflection and Questionnaire	Reading and Writing
Unit 2	Choices and Decisions	Real and Fictional Character Evaluation Chart	Reading, Writing, Media and Oral Communication
Unit 3	Journey and Discovery	-Plot Diagram -Travel Diary -News Article	-Reading and Writing -Reading and Writing -Writing and Media
Unit 4	Relationships and Belonging	-Paragraph -Relationship Collage	-Reading and Writing -Media and Oral Communication
Unit 5	Power and Empowerment	-Oral Presentation  -Media Work Reflection Paragraph	-Oral Communication and Reading -Media -Writing and Reading

**\*\*while not a separate unit per se, considerable time will be spent preparing for the OSSLT to be held in term two**

#### 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% course work)	Media	15% overall (20% course work)
Reading	20% overall (30% course work)	Oral Communication	15% overall (20% course work)
Culminating Activity	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

- |                          |                    |                     |
|--------------------------|--------------------|---------------------|
| →quizzes                 | →media works       | →collage            |
| →text/quotation analysis | →media analyses    | →oral presentations |
| →journals                | →paragraph writing | →EQAO preparation   |
| →work sheets             | →study questions   | →debate             |
| →self-reflections        | →peer assessment   | →news reports       |

#### CALCULATION OF FINAL MARK

- 70% for evaluations conducted throughout the course
- 30% for a Culminating Activity – the C/A will occur in the final 6 weeks of the course

\*however unlikely, the above is subject to change at the discretion of the teacher