

# English, ENG 1D1 (Grade 9, Academic)

## Toronto District School Board, Richview Collegiate Institute

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 9 and 10, English. Revised 2007.*

**Credit Value:** 1 **Prerequisite:** None

### 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 analyse 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 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.

### CURRICULUM STRANDS & OVERALL EXPECTATIONS

*\*For specific expectations see The Ontario Curriculum, Grades 9 and 10, English. Revised 2007.*

#### 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 STUDIES

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

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

**30% Culminating Evaluation** (representing the above English strands):

\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.

**English, ENG 2D1 (Grade 10, Academic)**  
**Toronto District School Board, Richview Collegiate Institute**

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 9 and 10, English. Revised 2007*

**Prerequisite:** English, ENG 1D, Grade 9, Academic      **Credit Value:** 1

**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. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

**CURRICULUM STRANDS & OVERALL EXPECTATIONS**

*\*For specific expectations see The Ontario Curriculum, Grades 9 and 10, English. Revised 2007*

**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 STUDIES**

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

- Oral Communication 20%
- Reading and Literature Studies 25%
- Writing 30%
- Media Studies 25%

**30% Culminating Evaluation** (representing the above English strands):

\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.

# English, ENG 3U1 (Grade 11, University Preparation)

Toronto District School Board, Richview Collegiate Institute

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

**Prerequisite:** English, Grade 10, Academic      **Credit Value:** 1

## Course Description

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

## CURRICULUM STRANDS & OVERALL EXPECTATIONS

\*For specific expectations see *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

### 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 STUDIES

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

- Oral Communication 20%
- Reading and Literature Studies 25%
- Writing 30%
- Media Studies 25%

**30% Culminating Evaluation** (representing the above English strands):

\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.

# English, ENG4U1 (Grade 12, University Preparation)

Toronto District School Board, Richview Collegiate Institute

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

**Prerequisite:** English, ENG3U, Grade 11, University Preparation **Credit Value:** 1

## Course Description

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; 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 using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

## CURRICULUM STRANDS & OVERALL EXPECTATIONS

\*For specific expectations see *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*.

### 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 STUDIES

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

- Oral Communication 25%
- Reading and Literature Studies 20%
- Writing 30%
- Media Studies 25%

**30% Culminating Evaluation** (representing the above English strands):

\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.



**English, ENG 1L1 (Grade 9, Locally Developed)**  
**Toronto District School Board, Richview Collegiate Institute**

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 9 and 10, English. Revised 2007.*

**Credit Value:** 1 **Prerequisite:** None

### **Course Description**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

### **CURRICULUM STRANDS & OVERALL EXPECTATIONS**

*\*For specific expectations see The Ontario Curriculum, Grades 9 and 10, English. Revised 2007.*

#### **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 STUDIES**

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

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

**30% Culminating Evaluation** (representing the above English strands):

\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.

**English, ENG 1P1 (Grade 9, Applied)**  
**Toronto District School Board, Richview Collegiate Institute**

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 9 and 10, English. Revised 2007.*

**Credit Value:** 1 **Prerequisite:** None

### **Course Description**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

### **CURRICULUM STRANDS & OVERALL EXPECTATIONS**

*\*For specific expectations see The Ontario Curriculum, Grades 9 and 10, English. Revised 2007.*

#### **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 STUDIES**

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

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

**30% Culminating Evaluation** (representing the above English strands):

\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.

**English, ENG 2P1 (Grade 10, Applied)**  
**Toronto District School Board, Richview Collegiate Institute**

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 9 and 10, English. Revised 2007*

**Prerequisite:** English, ENG 1P, Grade 9, Applied      **Credit Value:** 1

**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. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

**CURRICULUM STRANDS & OVERALL EXPECTATIONS**

*\*For specific expectations see The Ontario Curriculum, Grades 9 and 10, English. Revised 2007*

**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 STUDIES**

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard.
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

- Oral Communication 20%
- Reading and Literature Studies 25%
- Writing 30%
- Media Studies 25%

**30% Culminating Evaluation** (representing the above English strands):

\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.

# English, ENG 3C1 (Grade 11, College Preparation)

Toronto District School Board, Richview Collegiate Institute

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

**Prerequisite:** English, Grade 10, Applied      **Credit Value:** 1

## Course Description

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 college or workplace preparation course.

## CURRICULUM STRANDS & OVERALL EXPECTATIONS

\*For specific expectations see *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

### 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 STUDIES

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

- Oral Communication 20%
- Reading and Literature Studies 25%
- Writing 30%
- Media Studies 25%

**30% Culminating Evaluation** (representing the above English strands):

\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.



# English, ENG4C1 (Grade 12, College Preparation)

Toronto District School Board, Richview Collegiate Institute

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

**Prerequisite:** English, ENG3C, Grade 11, College Preparation **Credit Value:** 1

## Course Description

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

## CURRICULUM STRANDS & OVERALL EXPECTATIONS

\*For specific expectations see *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*.

### 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 STUDIES

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.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

- Oral Communication 25%
- Reading and Literature Studies 20%
- Writing 30%
- Media Studies 25%

**30% Final Evaluation** (based on the above % breakdown of English strands):

- \*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.

*\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.*

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.

**The Writer's Craft - EWC4U1**  
**Grade 12, University Preparation**  
**Toronto District School Board, Richview Collegiate Institute**

**Curriculum Policy Document:** *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

**Prerequisite:** English 3U Grade 11, University Preparation

**Credit Value:** 1

### **COURSE DESCRIPTION**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

### **STRANDS**

The expectations in this course are organized into the following strands:

- A. Investigating Writing**
- B. Practising Writing**
- C. Reflecting On Writing**

### **CURRICULUM STRANDS AND OVERALL EXPECTATIONS**

\*For specific expectations see *The Ontario Curriculum, Grades 11 and 12, English. Revised 2007*

#### **A. INVESTIGATING WRITING**

1. **Writing, Writers, and the Writing Life:** demonstrate an understanding of writing as an art, a craft, and a career as they explore the work of a variety of Canadian and international writers.

#### **B. PRACTISING WRITING**

1. **Exploring Ideas, Forms, and Styles:** generate and experiment with ideas about writing content, forms, and styles;
2. **Drafting and Revising:** organize, draft, and revise their writing, employing forms and stylistic elements appropriate for their purpose and audience;
3. **Editing, Proofreading, and Publishing:** use editing, proofreading, and publishing skills and strategies to refine and polish their work;
4. **Collaborative Writing:** collaborate in the writing process with peers by generating ideas, responding to peers' work, and assessing peers' work in a workshop setting.

#### **C. REFLECTING ON WRITING**

1. **Metacognition:** identify their strengths as writers and areas where they could improve, and assess the growth and development of their own writing style.

## ASSESSMENT AND EVALUATION

The Achievement Chart for English in *The Ontario Curriculum, Grades 9 and 10, English, Revised 2007* and *Growing Success 2010* policy documents will guide evaluation and assessment.

### THE ACHIEVEMENT CHART (KTCA)

The achievement chart is organized into 4 broad categories: **Knowledge/Understanding, Thinking/Inquiry, Communication, and Application**. All four categories (Knowledge/Understanding, Thinking/Inquiry, Communication, and Application) may not be assessed and evaluated in all tasks. Levels will not always be reflected in evaluation. Raw scores, letter grades, and anecdotal comments will also be used to provide students with feedback.

Achievement Level	Percentage Grade Range	Summary Description
4	80-100%	A very high to outstanding level of achievement. Achievement is <b>above</b> the provincial standard
3	70-79%	A high level of achievement. Achievement is <b>at</b> the provincial standard.
2	60-69%	A moderate level of achievement. Achievement is <b>below, but approaching</b> the provincial standard.
1	50-59%	A passable level of achievement. Achievement is <b>below</b> the provincial standard.
	Below 50%	Insufficient achievement of curriculum expectations. A credit will not be granted.

**The Provincial Report Card report card focuses on 2 aspects of student achievement:**

**1. The achievement of curriculum expectations (represented by a percent grade)**

**70% Course Evaluation** (based on the following % breakdown of English strands):

- Investigating the Writer's Craft           50%
- Practising the Writer's Craft               50%

\*Metacognition (reflecting on the Writer's Craft) will be included in both strands

**30% Final Evaluation** (based on the above % breakdown of English strands):

- IWP (Independent Writing Project)\*

*\*A more detailed explanation of the culminating activity as well as the mark breakdown will be distributed to students later on in the school year.*

*Note: No student may be exempt from the final evaluation tasks. Students who do not participate in the final evaluation tasks as assigned by the teacher will forfeit the 30% of the final grade for the course. Alternate arrangements will be made for extenuating circumstances (death in family, illness, etc. Documentation (i.e.: a doctor's notes) is required in these cases.*

**2. The development of 6 Learning Skills**

Learning skills are divided into 6 categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation (represented by: E-excellent, G-good, S-satisfactory, N-needs improvement). The learning skills are evaluated using a four point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).

### OTHER NOTES:

- ❖ Please refer to the **Richview Evaluation Policy** for policies regarding late and missed assignments.
- ❖ Students should establish good work habits in the classroom, since the majority of learning and practice will take place in class under the supervision of the teacher. Participation in class discussion and good work habits in class will ensure successful completion of take-home assignments.
- ❖ Units will make use of a variety of specific texts, magazines, films, videos as selected by the teacher. It is expected texts will be returned in the same condition that the student received them. For every text lost, the student will have to pay the replacement value. Replacement values depend on the resource but will range from \$10-\$20 for English texts and \$20 - \$800 for Media equipment. Students who fail to make restitution for lost books and/or equipment will not receive their report cards or timetables the following year.