

**SOUTH CARLETON HIGH SCHOOL**  
**Ottawa-Carleton District School Board**  
**STUDENT OUTLINE**  
**ENG1D**  
 Grade Nine English  
 Academic

Credit Value: 1.0 credit

Hours: 110

**Course Overview**

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.

By the end of the course, students will:

- compose a multi- paragraph essay in response to a given prompt
- recognize the differences in a variety of genres and respond appropriately
- use standard English in a clear, organized and convincing manner
- be familiar with the parts of speech and their use in phrases and sentences
- read and write for pleasure and information
- nourish the imagination and enhance appreciation of the power and beauty of language

**Specific Expectations**

<b>Unit Title</b>	<b>Specific Expectations</b> (Please note these are only some of the expectations per unit)	<b>Approximate Timelines</b>
Short Stories	<b>1.2</b> use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts <b>1.3</b> identify the important ideas and supporting details in both simple and complex texts <b>1.5</b> extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	3 weeks
Non-fiction	<b>1.1</b> read several short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading	2 weeks
Novel Study	<b>1.5</b> extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge,	5 weeks

	<p>experience, and insights; other texts; and the world around them</p> <p><b>1.8</b> identify the perspectives and/or biases evident in simple texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity</p>	
Media	<p><b>1.1</b> explain how both simple and complex media texts are created to suit particular purposes and audiences</p> <p><b>1.3</b> evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose</p> <p><b>3.2</b> select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice</p>	ongoing
Drama	<p><b>1.5</b> extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p>	4 weeks
Poetry	<p><b>1.1</b> read several short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading</p>	ongoing
Debates	<p><b>2.3</b> communicate in a clear, coherent manner for a few different purposes</p> <p><b>2.4</b> use appropriate words, phrases, and terminology, and a few different stylistic devices, to communicate their meaning clearly to their intended audience</p>	2 weeks
Writing and grammar	<p><b>3.4</b> use grammar conventions correctly to communicate their intended meaning clearly</p> <p><b>3.5</b> proofread and correct their writing, using guidelines developed with the teacher and peers</p> <p><b>3.7</b> produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations</p>	On-going

For additional information, please consult the Ontario Curriculum at [www.edu.gov.on.ca/eng/curriculum/secondary/](http://www.edu.gov.on.ca/eng/curriculum/secondary/)

## Accommodations for Exceptional Students

The English department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

## Teaching Strategies

A variety of instructional methods will be employed ranging from teacher-directed learning to small group collaborative learning to individual study. Use of the Library will focus on research skills and information retrieval. Students will be encouraged to make use of computers and the computer lab for written work and word processing.

## Resources/Textbooks

*To Kill a Mockingbird OR The Maze Runner*  
*Twelfth Night OR A Midsummer Night's Dream*  
*Coast to Coast*  
*Elements of English 9*  
*Remix: A Revolution in Text Forms*  
*Short and long films, newspapers, and articles*

**Texts:** Damaged or missing texts and equipment must be paid for by the student.

## Evaluation

<b><u>Final Report:</u></b>	Term	70%
	Final Exam	<u>30%</u> 100%
<b><u>Key Evaluation Dates:</u></b>		
English summatives/exams will be due within the school's Summative and Evaluation Period in January and June. Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.		

More information on South Carleton High School's policy on **Assessment and Evaluation** and on **Academic Integrity** can be accessed on our school website.