

SOUTH CARLETON HIGH SCHOOL

Ottawa-Carleton District School Board

STUDENT OUTLINE**ENG1P**

Grade Nine English

Applied

Credit Value: 1.0 credit

Hours: 110

Course Overview

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.

By the end of the course, students will:

- read and write for pleasure and information
- demonstrate an understanding of a variety of texts
- demonstrate an understanding of the elements of literary and informational forms
- use print and electronic sources to gather information
- use a variety of forms of writing to express themselves
- revise their written work, collaboratively and independently
- edit and proofread to produce final drafts using correct grammar, spelling and punctuation
- use knowledge of vocabulary and language conventions to speak, write and read
- use listening techniques and oral communication skills to participate in class discussion and formal presentations
- identify, describe and use knowledge of a variety of media forms

Specific Expectations

| Unit Title | Specific Expectations (Please note these are only some of the expectations per unit) | Approximate Timelines |
|-------------------|--|------------------------------|
| Short stories | <p>1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts</p> <p>1.3 identify the important ideas and supporting details in both simple and complex texts</p> <p>1.5 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> | ongoing |
| Non-fiction | 1.1 read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading | ongoing |

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| Novel Study | <p>1.5 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> <p>1.8 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> | 6 weeks |
| Media | <p>1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences</p> <p>1.3 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>3.2 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>1.5 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> | 2 weeks |
| Writing and grammar | <p>3.4 use grammar conventions correctly to communicate their intended meaning clearly</p> <p>3.5 proofread and correct their writing, using guidelines developed with the teacher and peers</p> <p>3.7 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/

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. 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/Technological Integration

Remix: A Revolution in Text Forms

The Maze Runner

Romeo & Juliet Graphic Novel

Elements of English 9

Short and long films, newspapers, podcasts

Other resources as chosen by the course teachers

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

Evaluation

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| <u>Final Report:</u> | |
| Term | 70% |
| Summative Task | 30% |
| Total: 100% | |
| <u>Key Evaluation Dates:</u> | |
| English summatives 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.