

COURSE INFORMATION SHEET

DATE:

SECONDARY SCHOOL: BISHOP ALLEN ACADEMY

DEPARTMENT HEAD: Adrian Del Monte

TEACHER:

DEPARTMENT: ENGLISH



CURRICULUM POLICY DOCUMENT		The Ontario Curriculum, English, Grades 9 and 10, 2007	
COURSE TITLE	Grade 9 Academic English	COURSE CODE	ENG1D1
PRE-REQUISITE	Grade 8	GRADE & TYPE	9 Academic
FULL YEAR / SEMESTER	Semester One	CREDIT VALUE	1.0 O.S.S.D.

COURSE DESCRIPTION			
This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.			

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
INDEPENDENT READING UNIT AND MYTHOLOGY	20	As the first unit, the examination of an independently chosen novel lays the foundation of the course. Students will read and demonstrate their understanding of fiction, through discussion and reflection that will foster their personal growth. Learning will be enriched by the inclusion of mythology. This unit will include effective essay writing and an introduction to the writing process. Students will demonstrate their understanding through personal reflection, daily participation, class discussions, creative writing, analytical writing, daily reading and group work.
THE NOVEL – <i>TO KILL A MOCKINGBIRD</i>	25	In this unit, students will be given the opportunity to examine the novel critically within the context of their own lives by exploring values and related issues in the novel. The teacher will assist the student by providing activities that facilitate this exploration through group discussion, debate, presentations, journal writing and creative extension activities. The exploration will permit the students to examine their own lives in light of Gospel values.
SHAKESPEAREAN DRAMA – <i>ROMEO AND JULIET</i>	30	Students will expand and apply the skills learned thus far, through the study of drama. The students will interpret the elements of dramatic structure, character and characterization, theme, setting, and dramatic devices. They will learn about the context (social, cultural, and political) in which the literary work was created, and apply this knowledge to their study of the dramatic text. Students will demonstrate their understanding through reading, discussing, and analyzing the text, as well as through various creative activities (dramatic presentation, creative writing, and visual representations of major themes and symbols). When possible, the teachers will arrange a field trip to see a theatrical production.

POETRY	10	This unit introduces students to the figurative elements of poetry. Students will demonstrate their understanding through personal reflection, daily participation, class discussions, creative writing and analytical writing. The exploration will permit the students to examine issues from their own lives as well as the wider world in light of Gospel values.
INDEPENDENT STUDY	15	The Independent Study Project is a Culminating Activity that reinforces the skills and knowledge learned throughout the Grade 9 English course. Students will select a topic based on the time period when either <i>Romeo and Juliet</i> or <i>To Kill a Mockingbird</i> were written, and write a research based editorial article about their selected topic. They will accompany their article with an annotated list of the sources they consulted in their work.
LITERACY PREPARATION	10	This unit is integrated throughout the course. Students will practice literacy skills and prepare for the Grade 10 Test of Reading and Writing by completing activities in a workbook specifically designed to enhance student success on the test.

STUDENT EVALUATION CRITERIA			
TERM – 70%		FINAL – 30%	FINAL REPORT CARD GRADE CALCULATION – 100%
10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40		RELATIVE EMPHASIS / WEIGHTING	
KNOWLEDGE/UNDERSTANDING	20	Independent Study Project	15
INQUIRY/THINKING	20	Final Exam	15
COMMUNICATION	15		
APPLICATION	15		
TERM TOTAL	70	FINAL TOTAL	30

ASSESSMENT FORMAT USED			
WRITTEN		PERFORMANCE	OTHER
Reading Response Journals		Oral Presentations	ISP Essay Notes
Opinion and Expository Paragraphs		Tests / Quizzes	ISP Essay
Outlines		Demand Writing	Writing Process
5 Paragraph Essay		Final Examination	
Creative Writing			
Newspaper Article			

RESOURCES	
ANTHOLOGY	Saliani, Dom, and Morine, Nova. <i>Crossroads 9</i> . Vancouver: Gage Educational Publishing Company, 1999.
SHAKESPEAREAN DRAMA	Shakespeare, William. <i>Romeo and Juliet</i> . Edited by Ken Roy. Toronto: Harcourt Brace Canada, 1999.
NOVEL	Harper Lee. <i>To Kill a Mockingbird</i> . New York: Warner Books, 1982.
LITERACY TEST PREPARATION	Moore, John. <u>The Grade 10 Test of Reading and Writing Workbook</u> . Hamilton: Tree House Press Inc., 2002.

POLICIES & PROCEDURES	
ATTENDANCE AND STUDENT RESPONSIBILITY	<ul style="list-style-type: none"> ❖ Good attendance is essential for success. Absenteeism, for any reason, adversely affects a student's learning. ❖ Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations. ❖ Students are expected to make a positive contribution to both class discussions and group activities in order to enhance their learning. ❖ Homework is an important and necessary part of the learning process and MUST be completed on a regular basis. ❖ Students who are absent are responsible for acquiring any notes, handouts, assignments or due dates distributed during an absence. ❖ Students who are absent for a presentation or test must submit a parental note on the day of their return to class. ❖ Students must be prepared to complete the missed assignment/test of the day of return. ❖ Rescheduling of any missed conferences is at the discretion of the teacher. ❖ Additional assistance is available on request or at the insistence of the teacher.
LATE POLICIES	<ul style="list-style-type: none"> ❖ The English Department will follow the Bishop Allen Late Assignment Policy as outlined in the student agenda. ❖ No assignment will be accepted once the class set has been graded and returned.
PROCESS	<ul style="list-style-type: none"> ❖ Process marks for all assignments are given for the quality of the process. ❖ Any assignment submitted without process work will not be graded until the process work is submitted. ❖ Process work is to be submitted with the assignment on the due date. ❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident. ❖ Highlighted, pre-printed notes are not considered rough work. ❖ For assignments with mandatory conferences, an incomplete conference will be recorded as such in the process marks for the assignment.
ACADEMIC DISHONESTY	<ul style="list-style-type: none"> ❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment. ❖ Any primary or secondary source material that is not documented correctly can be interpreted as plagiarism. This includes portions of or entire essays downloaded from the Internet, a sentence that is too close to the original source and not put in quotations, paraphrased material that is not documented, and submission of another student's work as one's own. ❖ Students are expected to adhere to the MLA system of referencing. ❖ The onus is on the student to prove that a questionable assignment is, in fact, his/her own and proper process work aids in eliminating doubt. ❖ Students who are unfamiliar with the rules against plagiarism should consult their teacher or the Teacher-Librarian.
RECORD KEEPING	<ul style="list-style-type: none"> ❖ Students might be asked to submit an electronic copy of their formal assignments. These are to be kept on file in the English Department.
TEXTBOOKS	<ul style="list-style-type: none"> ❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.
PARENT-TEACHER CONTACTS	<ul style="list-style-type: none"> ❖ Parent-Teacher Interviews take place in November and April. ❖ Telephone contacts with parents will be made as required.
	<ul style="list-style-type: none"> ❖ For further information on Policies and Procedures, refer to the Bishop Allen Academy Student Agenda.

LEARNING SKILLS CRITERIA

IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.					
E—EXCELLENT	G—GOOD	S—SATISFACTORY	N—NEEDS IMPROVEMENT		
SKILL: WORKS INDEPENDENTLY					
INDICATORS:					
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 		<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences 			
SKILL: ORGANIZATION					
INDICATORS:					
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 		<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks 			
SKILL: INITIATIVE					
INDICATORS:					
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 		<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others 			
SKILL: TEAMWORK					
INDICATORS:					
<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 		<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions 			
SKILL: WORK HABITS/HOMEWORK					
INDICATORS:					
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 		<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices 			

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's [Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29](#).