



**ST. EDMUND CAMPION CATHOLIC SECONDARY SCHOOL
ENGLISH/ELL DEPARTMENT**

COURSE NAME: Grade 9 English
COURSE CODE: ENG 1L1
LEVEL: Locally Developed
PREREQUISITE: None

COURSE DESCRIPTION

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, on the OSSLT, and in the Grade 10 LDCC Course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using spoken and written language clearly and accurately in a variety of authentic contexts. Students read a variety of narrative and expository forms, poetry, and drama. In particular, students will develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

It is suggested that each class in the Essential English program provide opportunities to the students for:

- reading, either to themselves or to others;
- writing, in Response Journals and other forms;
- listening, to auditory texts, peers and the teachers;
- practicing appropriate language usage, grammar, and spelling conventions;
- making real life connections between the classroom activities and the world, especially the world of work;
- making personal connections between classroom activities and their own lives;
- assessment opportunities, by themselves, by peers, and by the teacher, providing feedback that allows them to build on personal strengths

HOW THIS COURSE SUPPORTS THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

For the Catholic graduate, education is a life-long quest not only for knowledge and skills, but also for the Christian attitudes, values and beliefs that guide us on our human journey. Through the study of literature, students will examine the human condition, sin, weakness and struggle, explore the mysteries and wonders of creation, and celebrate the presence of God's saving grace in the world. Students will cultivate oral and written language for both creative expression and practical communication and as a gift for bearing witness to Christ's truth.

The student is expected to be a Discerning Believer Formed in the Catholic Faith Community, an Effective Communicator, a Reflective and Creative Thinker, a Self-Directed, Responsible Life Long Learner, a Collaborative Contributor, a Caring Family Member, and a Responsible Citizen.

COURSE CONTENT

Units to be covered in random order based on availability of resources.

	Unit Title	Approx. Hrs.
Unit 1	Fiction: Short Stories from <i>Chills</i> , and <i>Action Magazine</i> and stories and poetry from <i>Nelson Literacy 9A</i>	15
Unit 2	Novel Study: <i>Whirligig</i> OR <i>Jacked</i> AND 1 of <i>Death Wind</i> or <i>Kelly Paddock</i> or <i>Truth</i> or <i>ID</i>	25
Unit 3	Non-Fiction: Information and Graphic Text from <i>Action Monthly Magazine</i> and <i>Nelson Literacy 9A</i> Media Studies with Bold Print Series: <i>Rides</i> OR <i>Odd Jobs</i>	20
Unit 4	Classical Mythology: 1 of <i>Graphic Hercules</i> OR <i>Graphic Trojan Horse</i> 7-8 Myths from <i>McElderry Text</i> and <i>Gods and Goddesses of Olympus</i>	25
	Accelerated Reading Program: 5 points needed	On Going
	Improving Written Work, Language Study and Preparing for the OSSLT: embedded OSSLT tasks in all units	Ongoing
	Culminating Task: Series of activities based on OSSLT Tasks tied into to a novel, myth or short story	5
	Final Examination: Reading for Information Text, News Report and Short Writing Task	1.5

<p>Resources Texts are property of St. Edmund Campion Secondary School and the Board of Education. All resources assigned to students are the responsibility of the student. Students are expected to return texts to their teachers in the condition which they were received. Damaged and/or lost texts must be replaced through payment in cash to the teacher, or by debit/credit card in the main office. Payment must be received before additional resources are given to the student.</p> <p>Signed: _____ Date: _____</p>	<p align="center">ASSESSMENT AND EVALUATION</p> <p>An effective program in English will include a balance of assessment <i>for</i> learning and assessment <i>of</i> learning tasks.</p> <p>Evaluation Structure:</p> <table border="0"> <tr> <td>Knowledge/Understanding</td> <td align="center">25%</td> <td>Thinking</td> <td align="center">25%</td> </tr> <tr> <td>Communication</td> <td align="center">25%</td> <td>Application</td> <td align="center">25%</td> </tr> </table> <p>Student marks will be determined by evaluating process & product in a balanced manner with respect to the four categories. Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.</p> <table border="0"> <tr> <td>Ongoing Assessment and Evaluation (including AR)</td> <td align="right">70%</td> </tr> <tr> <td>Culminating Activity (15%) and Final Exam (15%)</td> <td align="right">30%</td> </tr> </table> <p>A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.</p>	Knowledge/Understanding	25%	Thinking	25%	Communication	25%	Application	25%	Ongoing Assessment and Evaluation (including AR)	70%	Culminating Activity (15%) and Final Exam (15%)	30%
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EVALUATION POLICY

Students will be assessed and evaluated using a variety of methods to measure process work, final products, skills displayed, critical literacy, and metacognition. Tests, quizzes, assignments, presentations, cooperative learning activities and other methods of evaluation will be used at the teacher's discretion. Students who do not submit assignments or do not participate in activities may not provide sufficient data for assessment and evaluation of Ministry Expectations and therefore, will not gain their credit. **Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.**

CATEGORY	LEVEL R BELOW 50%	LEVEL 1: 50-59%	LEVEL 2: 60-69%	LEVEL 3: 70-79%	LEVEL 4: 80-100%
KNOWLEDGE/UNDERSTANDING <ul style="list-style-type: none"> KNOWLEDGE OF CONTENT (TEXT FORMS, LITERARY TERMINOLOGY, ELEMENTS OF STYLE, THEORIES) UNDERSTANDING OF CONTENT (CONCEPTS, IDEAS, FACTS, THEMES) AND ITS SIGNIFICANCE 	INSUFFICIENT ACHIEVEMENT OF CURRICULUM EXPECTATIONS.	A PASSABLE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW THE PROVINCIAL STANDARD.	A MODERATE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW, BUT APPROACHING THE PROVINCIAL STANDARD.	A HIGH LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS AT THE PROVINCIAL STANDARD.	A VERY HIGH TO OUTSTANDING LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS ABOVE THE PROVINCIAL STANDARD.
THINKING <ul style="list-style-type: none"> THE USE OF CRITICAL AND CREATIVE SKILLS, PLANNING SKILLS, AND PROCESSING SKILLS INTERPRETATION, ANALYSIS, PROBLEM SOLVING, CREATIVITY, CRITICAL LITERACY, RESEARCH, ORGANIZATION, AND INFERENCE 					
COMMUNICATION <ul style="list-style-type: none"> COMMUNICATING INFORMATION ORALLY AND IN WRITING THROUGH VARIOUS FORMS ORGANIZATION, USE OF APPROPRIATE CHOICE OF LANGUAGE AND STYLE FOR AUDIENCE AND PURPOSE GRAMMAR, LANGUAGE USAGE, SPELLING, PUNCTUATION 					
APPLICATION <ul style="list-style-type: none"> MAKING CONNECTIONS WITHIN AND BETWEEN CONTEXTS (TO SELF, TO SCHOOL, TO WORLD, TO OTHER TEXTS) APPLYING KNOWLEDGE AND SKILLS IN FAMILIAR AND NEW CONTEXTS WRITING AND REWRITING (USE OF PROCESS) APPLYING THEORIES, CONCEPTS AND TERMS 					

CURRICULUM EXPECTATIONS AND STRANDS IN THE ENGLISH CURRICULUM

The expectations identified for this course describe the knowledge and skills that students are expected to develop and demonstrate. The expectations for the Locally Developed Course ENG 1L1 are organized in three areas of learning: **Developing Listening and Talking Skills, Developing Reading and Viewing Skills, and Developing Writing Skills.** Taken together, the Overall and Specific Expectations represent the mandated curriculum.

Developing Listening and Talking Skills

OVERALL EXPECTATIONS: By the end of this course, students will:

- use listening skills to participate in formal and informal classroom discussions;
- use talk to develop thinking skills in small and large group interactions;
- contribute ideas and converse while participating in classroom activities;
- identify their strengths as oral communicators and reflect on next steps in further developing listening and talking skills.

Developing Reading and Viewing Skills

OVERALL EXPECTATIONS: By the end of this course, students will:

- develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;
- read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;
- identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills.

Developing Writing Skills

OVERALL EXPECTATIONS: By the end of the course, students will:

- apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;
- convey information and ideas clearly in a variety of short written forms;
- identify their strengths as writers and reflect on next steps in further developing their writing skills.