






# **R. H. KING ACADEMY**

## **ENGLISH DEPARTMENT**

 Ontario	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/a/eng/">www.edu.gov.on.ca/a/eng/</a>	 Toronto District School Board	<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	<i>English</i>	<b>Course Type</b>		<i>Academic</i>	
<b>Teacher</b>	<i>Baker, Brodhagen, Miller-Tait, Walter</i>	<b>Grade</b>		<i>9</i>	
<b>Course Title</b>	<i>Grade 9 Academic English</i>	<b>Credit Value</b>		<i>One</i>	
<b>Course Code</b>	<i>ENG1D</i>	<b>Prerequisites</b>		<i>none</i>	
<b>Ministry Document</b>	<i>The Ontario Curriculum. <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf</a></i>				
<b>Learning Resources</b>	<i>See specific unit outlines</i>				

## **COURSE OUTLINE FOR STUDENTS - ENG 1D**

**English Department Room C69**

**Telephone 416-396-5550 X20090**

This course is designed to focus on leadership development within the grade 9 English curriculum. In addition to giving students a foundation in reading and writing strategies and skills, oral communication and media analysis and creation, the course will also provide students with opportunities to explore notions of leadership through literature, non-fiction, film, digital texts and drama.

### **Overall Learning Expectations**

**Using a variety of skills and strategies** as listeners, speakers, readers and writers, students will respond appropriately to a variety of texts in different forms using appropriate strategies to understand and communicate their understanding of those texts and their meaning for different audiences and purposes in a variety of forms.

**Using their knowledge** of form and style, students will demonstrate their ability to generate, gather, and organize ideas and information to communicate for an intended purpose and audience, orally and in writing, by applying appropriate language conventions to revise, redraft, refine and present their work effectively.

**Students will reflect and identify** their strengths as readers, writers, presenters, listeners, and creators and interpreters of media, areas for improvement and the strategies they find most helpful in understanding and producing a variety of texts in different forms.

*For complete curriculum documents go to <http://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf>*

### **Unit One – Approaches to Reading & Writing** (4 weeks)

Text: *Elements of English*

*Language & Writing 9*

*Sightlines/Resourcelines*

## **LEARNING ACTIVITIES:**

Students will be introduced to standard and non-standard English, formal and non-formal language and writing variables (audience and purpose). Students will develop comprehension strategies, skills and knowledge of writing forms (descriptive, narrative, argumentative, and expository) through various non-fiction texts. In this unit, students will be introduced to supported opinion and summary writing. In addition, students will study various forms of news media. An emphasis will be placed on reading comprehension strategies and language structures (spelling, parts of speech, sentence construction, etc.).

### **Specific Learning Expectations**

- read and demonstrate an understanding of the newspaper, the supported opinion and summary paragraph in both form, purpose and audience.
- describe information, ideas, opinions, and themes in print
- demonstrate an understanding of literary and informational forms, by selecting and using forms of writing appropriate to different purposes and audiences
- use knowledge of vocabulary and language conventions to speak, write, listen and read competently using a level of language appropriate to the purpose, audience and form.

### **Reading Strategies ISP** (concurrently within term one)

Texts: *To be determined*

## **LEARNING ACTIVITIES:**

Students will engage in developing personal reading skills both independently. During this unit, students will be provided with the tools to enhance reading skills and strategies, and strengthen analysis through guided reading and teacher support. Students will select their novel and complete the assignment independently throughout term one.

### **Unit Two: Short Stories** (4 weeks)

Texts: *Elements of English*

*Sightlines/Resourcelines 9*

## **LEARNING ACTIVITIES:**

Students will be introduced to a variety of literary terms and devices while examining the themes of human relationships and conflict and/or leadership in a selection of short stories and poetry. Students will learn to use literary devices in their own writing as well as develop a formal literary essay. Students will also concentrate on the application of correct spelling, grammar, punctuation and sentence structure in editing and redrafting their writing, including review of subject-verb agreement, phrases, verb tense and voice. Finally, students will work in small groups on poetry analysis and presentation.

### **Specific Learning Expectations**

- read and demonstrate an understanding of a variety of literary texts, from contemporary and historical periods
- analyse information, ideas, and elements in texts to make inferences about meaning and use specific evidence from a text to support opinions and judgments
- identify and explain the effect of specific elements of style and literary devices
- identify the literary forms suited to various purposes and audience and use the forms appropriately in their own writing
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience

### **Unit Three: Romeo and Juliet** (5 weeks)

Texts: *Introducing Shakespeare*

*Romeo and Juliet*

## LEARNING ACTIVITIES:

Students will study the history of the English language and how culture is reflected through language and drama. They will be introduced to the language of Shakespeare through *Romeo and Juliet*. Students will compare two film versions of the play. In addition, students will write one news report based on the play. The themes of parent/child relationships and personal evolution will be studied in Shakespeare's plays. Students will continue to focus on the effective communication of their ideas through editing and redrafting in the writing process.

### Specific Learning Expectations

- read and demonstrate an understanding of a variety of literary and informational texts, and the elements of a variety of literary and informational forms from contemporary and historical periods
- identify and explain the effect of specific elements of style
- use specific evidence from a text to support opinions and judgments
- identify the literary and informational forms suited to various purposes and audience and use the forms appropriately in their own writing
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience
- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect

### Unit Four: Novel Study – Indian Horse (5 weeks)

*The culminating activities of the course will be based in this unit and will account for 30% of the final mark in the course.*

## LEARNING ACTIVITIES:

Students will continue their study of human relationships. They will demonstrate their ability to use reading strategies to interpret text and effectively present information in an appropriate format for a specified audience.

### Evaluation:

Literature Studies and Reading = 30%

Writing = 30%

Oral Communication = 20%

Media Studies = 20%

Term mark = 70%

Final exam = 30%

*See the summative/culminating evaluation overview attached for more detail.*

## ENGLISH DEPARTMENT POLICIES:

Homework will be assigned regularly and monitored.

Students are reminded that deadlines are an important aspect of time and workload management in this course. If for any reason you are unable to meet your deadlines, please consult with your teacher **before** the assignment is due. A penalty may be applied.

Plagiarism from outside sources (the Internet or texts) or copying another student's work is a serious academic offence and will be dealt with accordingly. **DO NOT LEND YOUR WORK.** Both the borrower and the lender will be penalized. Be advised that a mark of zero will be the result and that your parents will be notified.

Work missed and covered by a doctor's note must still be made up. You are not excused from completing class assignments because you have been absent. Consult with your teacher as soon as you return to school.

Oral presentations will not be rescheduled due to absences. You may forfeit the oral portion of the mark if you miss class. All group members share responsibility for the work assigned. Have more than one copy of group work material. Be respectful of your classmates.

A missed test or piece of in-class writing must be made up within one week of being assigned. It is the student's responsibility to arrange for the makeup date. Students who continually miss such assignments may forfeit the opportunity to rewrite.

Bring all texts and materials to class each day. It is expected that you are prepared for the day's learning activities. You will not be issued with an extra text because you have forgotten yours. Be sure to have a homework buddy and use your planner to record homework assignments and due dates.

All assignments must be submitted to D2L before evaluation.

<b>ENG 1D Evaluation Overview 2016-2017</b>						
<b>Unit</b>	<b>Assignment</b>	<b>Lit/Rdg 30%</b>	<b>Writing 30%</b>	<b>Communication 20%</b>	<b>Media 20%</b>	
1	Reading & Writing Test	X	X			70%
	Grammar & Language Quizzes/Listening Activity		X	X		
	Supported Opinion Paragraph		X			
	5WH Listening Activity			X		
	News Article & Broadcast		X	X	X	
	News Format and Summary Quiz	X				
<b>Reading Strategies ISU</b>	X					
2	Quizzes/Tests	X				
	Accountable Talk			X		
	Symbolic Analysis				X	
	Condensed Essay		X			
3	<i>Romeo and Juliet</i> Content Quizzes/Tests	X				
	Symbolic Analysis				X	
	Seminar/Dramatization	X		X		
	Essay		X			
4	Novel Content Quizzes	X				
<b>Culminating Activities &amp; Final Evaluation</b>						
4						30%
	Seminar (10%)	X		X		
	Symbolic Media (5%)				X	
	<b>EXAM (Essay) (15%)</b>		X			

*\*\*Please note that this is just an overview of the major assignments. Some minor assignments may be added.\*\**