



**R. H. KING ACADEMY**  
**ENGLISH DEPARTMENT**

416-396-5550 ext. 20090

ENG 1P

Course Outline

2017-18

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### Description

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. An emphasis will be placed on reading, interpreting, and creating a variety of informational, literary, and graphic texts to prepare students for the Ontario Secondary School Literacy Test in grade 10 (OSSLT). 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 English course, which leads to college or workplace preparation courses in Grade 11 and 12.

### **Unit One – Language, Reading and Writing Strategies** (5 weeks)

Text: *Language & Writing 9; Sightlines/Resourcelines*

Topics: Teenage Identities in Non-Fiction

**LEARNING ACTIVITIES:** Students will be introduced to the history of language, standard and non-standard English, formal and non-formal language and writing variables (topic, form, audience and purpose). Students will develop reading comprehension strategies through various non-fiction texts. In this unit, students will be introduced to a variety of writing forms. An emphasis will be placed on reading comprehension strategies and language structures (spelling, parts of speech, sentence construction, and punctuation).

### **Learning Expectations**

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods
- describe information, ideas, opinions, and themes in print
- demonstrate an understanding of literary and informational forms, such as myths, advertisements, and supported opinion paragraphs, by selecting and using forms of writing appropriate to different purposes and audiences
- describe a few different strategies they used before, during, and after writing, explain which ones they found most helpful, and identify steps they can take to improve as writers
- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as role playing and reporting/presenting, for specific purposes and audiences

### **Unit Two – Introduction to Newspapers/News Broadcasts (form, structure and style)** (2-3) weeks

Topics: Current issues in the News

**LEARNING ACTIVITIES:** Students will be introduced to the newspaper and news broadcast form, structure and style. Using various examples from current news items, students will learn how to deconstruct and analyze these texts for information and bias. Students will also work independently and collaboratively to create their own news articles and news broadcasts.



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- describe information, ideas, opinions, and themes in print
- demonstrate an understanding of literary and informational forms, such as myths, advertisements, and supported opinion paragraphs, by selecting and using forms of writing appropriate to different purposes and audiences
- describe a few different strategies they used before, during, and after writing, explain which ones they found most helpful, and identify steps they can take to improve as writers
- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as role playing and reporting/presenting, for specific purposes and audiences

### **Unit Three – Introduction to Literature** (5 weeks)

Texts: *Crossroads 9; Sightlines/Resourcelines 9*

Topics: Human Relationships, Choices and Conflict

**LEARNING ACTIVITIES:** Students will be introduced to a variety of literary terms and devices while examining the themes of human relationships and conflict in a selection of short stories, myths, and poetry. Students will also concentrate on the application of correct spelling, grammar, punctuation and sentence structure in the editing writing process. Students will review subject-verb agreement, phrases, verb tense and voice.

### **Learning Expectations**

- read and demonstrate an understanding of a variety of literary and informational texts
- describe a few different strategies they used before, during, and after reading, explain which ones they found most helpful, and identify steps they can take to improve as readers
- identify the important information and ideas in simple oral texts and some teacher selected complex texts
- use specific evidence from a text to support opinions and judgements
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience
- demonstrate an understanding of elements of a variety of literary and informational forms, with focus on short stories, myths, film, and newspaper and magazine articles

### **Unit Four: Shakespeare's *Romeo and Juliet*** (5 weeks)

Texts: *Introducing Shakespeare; Romeo and Juliet Vacuumed*

Topics: Relationships, fate vs. free choice, love/hate

**LEARNING ACTIVITIES:** Students will be introduced to Shakespeare and his times through *Romeo and Juliet*. Students will analyze how the conventions work to develop theme, character, etc. Students will compare two film versions of *Romeo and Juliet*.

### **Learning Expectations**

- read and demonstrate an understanding of a variety of literary and informational texts, from historical periods
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity
- use specific evidence from a text to support opinions and judgements
- communicate in a clear, coherent manner for a few different purposes
- describe a few different strategies they used before, during, and after listening and speaking, explain the ones they found most helpful; and identify steps they can take to improve their oral communication skills.
- use knowledge of a variety of media forms, purposes, and audiences to describe their intended effect



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**Evaluation:**

Literature Studies and Reading = 30%	
Writing = 30%	Term Mark = 70%
Oral Communication = 20%	Final Exam = 30%
Media Studies = 20%	

*Each student will create and maintain a writing portfolio throughout the course. The portfolio will track student progress as they learn how to use writing strategies to improve the overall style and content of their writing. This portfolio is worth 5% of their final grade (final evaluation: writing strand), and will be due at the end of the semester.*

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

**N.B.**

All students will require a dictionary.  
Homework will be assigned regularly and monitored.

**ENGLISH DEPARTMENT POLICIES:**

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 may 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.



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<b>ENG 1P Summative Evaluation Overview</b>						
<b>Unit</b>	<b>Assignment</b>	<b>Lit&amp;Rdg 21%</b>	<b>Writing 21%</b>	<b>Oral Communication 14%</b>	<b>Media 14%</b>	<b>70%</b>
1	Language Quizzes		X			
1	Portfolio Design & Presentation			X	X	
1	Sight Reading Tests (OSSLT informational & graphic)	X				
1	Summary (OSSLT)	X				
1	Supported Opinion Paragraph		X			
1	Film Analysis (SOP)		X		X	
2	I.S.U. Great Lines	X	X	X	X	
2	Newspaper Quizzes/Test	X			X	
2	News Active Listening			X	X	
2	News Broadcast Pres.			X	X	
2	News Article (OSSLT)		X		X	
3	Short Story Film Comparison				X	
3	Short Story Listening/Performance Activity			X		
3	Short Story Sight Test	X				
3	Short Story Literary Essay		X			
4	R&J Quizzes/Tests	X				

**IN-CLASS CULMINATING ACTIVITIES/FINAL EVALUATIONS\*\***

FE	R&J Script 5%	X				<b>30%</b>
FE	R&J Drama 5%			X		
FE	In Class Written Response 10%		X			
FE	Writing Portfolio 5%		X			
FE	R&J Film Scene Comparison/Review 5%				X	

*\*\*N.B. All final evaluations are completed outside of the exam schedule during class time. All students must be present for in-class exams on the day they have been scheduled. There are no makeup opportunities for final course exams.*