

**ENG 1D1**  
**Course Overview and Profile**

<b>Program Area</b>	English
<b>Course Title</b>	Grade 9 English
<b>Credit Value</b>	1.0
<b>Prerequisite(s)</b>	None
<b>Date of Revision</b>	September 2021
<b>Teacher Developers</b>	Ken Berger, Liz Burnip, Rosemary Jackson
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### Course Description

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 English course and Ontario Secondary School Literacy Test (OSSLT), as well as university or college preparation courses in Grades 11 and 12.

### Course Content

Cycle	Topic	Dates	Content
1	Connections, goal setting and routines, ISU Introduction	Sept. 9th and 10th	Rules and Regs. , Getting to Know You, School in the Time of Covid, Virtual Lockers, ISU Introduction, Novel Selection Process.
2, 3, 4	Short Stories	Sept. 20th - Oct 22	Short Stories, Annotation, Story Elements, Reading and Writing Paragraphs, Group Presentation.
5, 6,	Non Fiction	Nov. 1-19	Newspaper, Infographics, Charts, Inferences and Article Writing
7, 8	Media Film Studies	Nov 29- Dec. 17	Elements of Film, Character Development, Interview Skills, Group Presentation.
9, 10	Independent Novel Study	Jan 10- 28	ISU - Novel Annotation, Creative Media Project, Persuasive Paragraph Writing

*\*Note: The above is meant to be a guideline only. Content, dates, and topics may change according to student need as the quad progresses.*

## Assessment and Evaluation

- The primary purpose of assessment and evaluation is to improve student learning.
- Assessment is when teachers examine student contributions to class activities and discussions, process work for assignments and projects, and other course performances that accurately reflect how well a student is achieving curriculum expectations in a course. The teacher uses this information to give students feedback they can use while completing tasks that will be evaluated.
- Evaluation refers to the process of assigning a mark to represent how the student's work demonstrates their achievement of established criteria.
- The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating students' achievement. Students are evaluated according to major categories, or strands, in each course. Ministry curriculum documents provide detailed description of student achievement levels.
- In order to help you achieve success in this course, your teacher will use a variety of teaching, assessment, and evaluation strategies throughout the course to maximize your opportunities for learning.

This chart describes how you will be evaluated in this course:

Category	Strand	Description	Weight
Term Work  100% of your overall grade in this course	Media	This strand describes how you work with media and how well you can interpret different sources.	15%
	Oral Communication	This strand describes how well you can speak out loud and express yourself to others.	15%
	Reading	This strand describes how well you can read, understand and interpret text.	30 %
	Writing	This strand describes how well you can write, organize your thoughts on paper and follow writing formats	30%
Course Culminating Activity	ISU		30

## Learning Skills

- These are the skills and habits that are essential to success in school and in the workplace. The learning skills that will be evaluated in this course are:
  - Responsibility
  - Organization
  - Independent Work
  - Collaboration
  - Self Regulation

- Teachers report achievement on the five Learning Skills using letter symbols:
  - E = Excellent
  - G = Good
  - S = Satisfactory
  - N = Needs Improvement
- Learning Skills affect levels of achievement, but are not included in the determination of the final grade for this course. An assessment of a student's Learning Skills in this course will appear as a separate section of each Report Card.

### **Academic Honesty**

- Students are expected to submit only their own original work on evaluations done in class, out of class, and as part of our online learning.
- Plagiarism is the passing off of ideas or writings of another as one's own.
- Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation by the teacher and communication with the student and their caring adult(s). The teacher may also involve school administration in the matter.
- The student may receive a mark of zero for the plagiarized work.
- Whether the student has an opportunity to demonstrate their learning in another assignment will be at the discretion of the teacher and/or school administration.
- This applies to all student contributions to this course made in class, at home, and in our online classroom/Google Meets.

### **Program Expectations and Planning Considerations**

- Attendance and Participation → Students are expected to attend all in-person classes and online synchronous instruction blocks. Students are also expected to complete all assigned asynchronous assignments on time. Should you need to miss an online or in person class, or require an extension for an assignment, please communicate with your teacher as soon as possible so you do not fall behind.
- Individual Education Plan → Accommodations to meet the needs of exceptional students as set out in their IEP will be implemented within the classroom.
- Technology in the Curriculum → Students are expected to access our [Google Classroom](#) on a daily basis. This tool will be used to supplement our in class instruction, provide work to be done during our asynchronous learning time at home, and to supplement our synchronous online learning. All student work will be collected through our Google Classroom.
  - *Should brick and mortar schools be shut down due to the COVID-19 pandemic, all course materials will be posted on Google Classroom. Students must also check their TDSB email multiple times daily for important course, school, and board updates as the pandemic progresses.*
- English as a Second Language → Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help English Language Learners gain proficiency in English.

### **Curriculum Expectations**

- Overall and specific expectations for this course can be found beginning on page 41 of the [Ministry Curriculum Document](#) for this course.