

English
Grade 9, Academic ENG1D



Credit: 1.0
Prerequisite: None
Teacher: Ms. Fleming and Ms. Valani
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Wiki Site: main.torontoprepschool.com
Textbooks: *Lord of the Flies*. William Golding
The Hitchhikers Guide to the Galaxy. Douglas Adams
Julius Caesar. William Shakespeare
The Curious Incident of the Dog in the Night-time. Mark Haddon

Extra- Help: Monday- Friday from 9:00- 9:50 a.m. or by appointment.

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, and create oral, written, and media art. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Overall Curriculum Expectations

Oral Communication:

1. Listening to Understand: listen in order to understand and respond appropriately in variety of situations for a variety of purposes;
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading and Literature Studies:

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Reading With Fluency: use knowledge of words and cueing systems to read fluently
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing:

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Studies:

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts
2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Units/ Topics of Study

Unit	Length
1 – Poetry and Poetic Devices	15 hours
2 – Literary Theory and Short Stories	15 hours
3 – Novel Study (Lord of the Flies)	25 hours
4 – Novel Study (The Hitchhikers Guide to the Galaxy)	20 hours
5 – Classical Drama (Julius Caesar)	20 hours
6 – Independent Study (A Curious Incident of the Dog in the Night- Time)	15 hours
Total	110 hours

Unit 1 – Poetry and Poetic Devices (15 hours)

Students will be introduced to poetic forms, devices and expression. Students will examine the use of poetic and literary devices in poetry to convey and determine meaning. Students will also apply the poetic forms and devices that they have learned to their own poetic writings.

Unit 2 – Literary Theory and Short Stories (15 hours)

Students will be introduced to literary theory, building a foundational knowledge of literary terms, devices and techniques that will be used throughout the course. The emphasis will be placed on enabling students to read critically. Students will apply their understanding of literary theory to a collection of short stories.

Unit 3 – Novel Study (25 hours)

Students will study the literary form of the novel by examining William Golding's "Lord of the Flies". Students will respond to, reflect upon, and analyze selected questions, chapters, passages and literary techniques in the novel in order to build an understanding of Golding's work. Students will demonstrate the formal writing skills they have practiced throughout the year on a formal evaluation (essay).

Unit 4 – Novel Study (20 hours)

Students will continue their examination of the literary form through a reading of "The Hitchhikers Guide to the Galaxy". Students will continue to apply their critical reading skills to Adam's work, closely studying the characters, themes, and conflict.

Unit 5 – Classical Drama (20 hours)

Students will study classical drama through an examination of William Shakespeare's "Julius Caesar". Students will engage with Shakespearean English daily while exploring the play's characters and themes.

Unit 6 – Curious Incident of the Dog in the Night- Time (15 hours)

Students will complete an independent novel study of Mark Haddon's modern work "The Curious Incident of the Dog in the Night-time". Students will also engage in class discussions on the novel and be given time in class to explore the novel while they work towards their final Course Culminating Task.

Assessment & Evaluation Strategies

The primary purpose of assessment and evaluation is to improve student learning. In keeping with the principle of supporting all students, successful implementation of assessment and evaluation tools and strategies must respond to the needs of a variety of students. Students will be required to complete work for both **assessment** and **evaluation** over the course of the semester (Growing Success, Page 6-7).

Each Unit in will contain both **evaluation** and **assessment** activities. All activities submitted will be marked according to the categories of knowledge and skill using the following weighting system:

Knowledge & Understanding	25%
Thinking	25%
Application	25%
Communication	25%

The evaluation and assessment of activities within each of these categories will be marked based on the standards established by the Ontario Ministry of Education.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Substantial remediation required to meet the Provincial Standards	Minor remediation required to meet the Provincial Standards	In line with the Provincial Standards	Exceeding the requirements of the Provincial Standards
50-59%	60-69%	70-79%	80-100%

Assessment Strategies:

Throughout the course, assessment will be used to provide regular frequent evidence of achievement. Work submitted for assessment will indicate to the teacher and student, how well a student is achieving the curriculum expectations in a course. The primary purpose of work submitted for assessment will be to provide continuing feedback and to prepare and motivate students for the evaluation activities to follow.

Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning (Growing Success, Page 28).

Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning. All assessments, despite being required elements of course work, **will NOT be used in the calculation of a student’s final grade.**

The following page contains a list of some types of assessment strategies that will be utilized:

Evaluation Strategies:

Evaluation will be based on **assessment of learning**, and provides evidence of student achievement at strategic times throughout the course. It often occurs at the end of a period of learning, and the process of analyzing and judging the quality of student achievement is set against the Ontario provincial standards. Work submitted for Evaluation purposes **will be used directly in the calculation of a student's final grade.**

Evidence of student achievement for evaluation is collected over time from three different sources – *observations, conversations, and student products* (Growing Success, page 39). Overall evaluation is divided as follows:

Term Work – 70%
Final Evaluation – 30%

The following are the evaluation assignments in the course, which are described in greater detail the unit overviews.

TERM WORK (70%):

- Poetry Analysis
- Creative Writing
- Lord of the Flies Essay
- Hitchhikers Guide to the Galaxy creative assignment
- Julius Caesar Essay
- Tests
- Quizzes
- Observation
- Conversation

COURSE CULMINATING TASKS (30%):

- Course Culminating Essay (10%)
- Final Exam (20%)

ACADEMIC DUE DATE POLICY

All assignments and projects will have a due date. The due date is the beginning of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry's policy document "Growing Success". Late projects/assignments will be assessed at a reduction of 5% per day for the first two days and 10% per day after that to a maximum of

50%. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher's discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

Extension Request Form

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date. It is up to the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension to the maximum of 2 times in each course and for no more than 3 days. After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice-principal.

Illness/Doctor's Notes

If a student is absent on the due date, a doctor's note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the first day the student returns.

Email receipt of Assignments

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher's email in-box.

Turnitin Policy

As per the student handbook and turnitin manual, all work must be submitted through turnitin at the teacher's request. Failure to do so will be considered incomplete or late work. Work to be submitted through turnitin may be written, oral presentations, multimedia presentations etc.

Students will be given a Toronto Prep School email address to access turnitin. Students must use this email address to submit their work.

The school's plagiarism policy is posted in the student handbook as well the turnitin manual with FAQs and examples of proper referencing styles. Please speak with your teacher should you have questions about what constitutes plagiarism and how to use turnitin.