



LISGAR COLLEGIATE INSTITUTE

DEPARTMENT: English
COURSE NAME: Grade 9 English
COURSE CODE: ENG1D

OVERVIEW

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 analyse 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 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. (*Ontario Curriculum, Grade 9, Academic*)

PREREQUISITE None

COURSE CONTENT

- Short Stories, Essay, and Poetry
- *To Kill A Mockingbird* by Harper Lee
- *Twelfth Night* by William Shakespeare
- Mythology
- *Language Power H (On-going)*
- Independent Novel Study (1-2)

OVERALL CURRICULUM EXPECTATIONS

ORAL COMMUNICATION:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a 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: Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

1. **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;
2. **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;
3. **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.

LEARNING SKILLS

The development of sound learning skills is essential to the success of our students. Teachers and students will work together to understand and further the development of student learning skills in the areas of initiative, work habits, organization, team work, and independent work. Teachers report on learning skills on the midterm and final report cards.

ASSESSMENT METHODS

Your understanding of the course material will be assessed using teacher observations, peer editing, journal responses, graphic organizers, notebook organization, homework completion, unit tests, quizzes, in-class assignments, a summative assignment, and a final exam. Please refer to the Lisgar Assessment and Evaluation Policy.

EVALUATION

Course Work (70%)

1. Knowledge/Understanding	17.5 %
2. Thinking/Inquiry	17.5 %
3. Communication	17.5 %
4. Application	17.5 %

Major evaluations will include (but are not limited to): *Language Power* Unit Tests (4), Independent Novel Study Reports (written and/or oral), a Short Story Test, a Literary Terms Quiz, a Formal Letter, a News Report, *To Kill A Mockingbird* Tests, *Twelfth Night* Tests, 11-Sentence Paragraph Assignments, a Short Essay, a Character Presentation, a Mythology Assignment.

Students will receive assignment and marking sheets for all major evaluation tasks. All due dates must be met. If a student is absent, efforts must be made to submit assignments in advance. Upon return, a student must have a note from his/her parent justifying the absence.

Summative (10%)

The summative project is worth 10% of the final grade. The written portion of the summative is a formal, literary, five-paragraph essay on *Twelfth Night*, which must be completed in stages during class time. The oral component of the summative is a presentation relating to mythology. This is a major evaluation, and students must be present to complete all components. If a student is absent for any summative task, a doctor's note is required.

Summative Dates: TBA

Exam (20%)

The final exam will be written during the formal exam period. The exam will test student learning in the following areas: reading and writing skills, grammar and spelling rules, literary terms, critical analysis skills, elements of fiction, and mythology.

ATTENDANCE

If you are absent from class, you are expected to catch up on what you missed and complete any relevant homework. When you return to class, you must show your teacher an Absence Verification Form.

If you know in advance that you will be absent for a test, see your teacher **before** the scheduled test date to arrange an alternate time to write it.

If you are unexpectedly absent for a valid reason on the day of a scheduled test, please let your teacher know why. When you return to class, remember to show an Absence Verification Form from your Period 1 teacher and a note from your parents indicating that they are aware you missed the test. An **unjustified absence** for a test may result in a **mark of zero**.

SUPPLEMENTARY NOTES

Course Texts: Each student will be assigned the required texts. If you lose or damage these books, the replacement costs are:

- Hardcover Novel or Play: \$20.00
- Softcover Novel or Play: \$15.00
- *Language Power* Wrkbk: \$12.00

Homework: The importance of regular homework completion cannot be overemphasized. Guidelines:

- Record the homework assigned in your planner at the end of each lesson
- Date and page number must be written at the beginning of each homework assignment
- Answers should be corrected during class discussions
- For homework to be considered complete, an attempt on each question must be shown

Binder Organization: Students require a three-ring binder, lined paper, and dividers for the following sections:

1. Spelling and Language Skills
2. Short Prose
3. To Kill a Mockingbird
4. Independent Novel Study
5. Twelfth Night
6. Mythology

Literary Terms to Know: protagonist, antagonist, conflict, characterization, character (round, flat, static, dynamic, stock, foil) point of view, denotation, connotation, pathetic fallacy, foreshadowing, mood, atmosphere, setting, parts of plot (exposition, rising action, climax, denouement, resolution), symbol, simile, metaphor, personification, anthropomorphism, onomatopoeia, alliteration, climax, aptonym, epiphany, allusion, irony (verbal and situational), dramatic irony, malapropism, aside, soliloquy, pun, metamorphosis, hubris, nemesis, euphemism, oxymoron, euphony, cacophony, blank verse, iambic pentameter, couplet, myth, legend, comedy, prose, theme

Grammar Concepts to Know: Nouns – common, collective, noun phrase ; Noun functions – subject, direct object, indirect object; Verbs – transitive, intransitive, copula, auxiliary, present participle, past participle, active and passive voice; Adjectives – probes, articles (definite and indefinite), proper adjectives, phrases, clauses, degrees; Adverbs – probes, phrases, clauses, degrees; Prepositions – prepositional adjective phrase, prepositional adverb phrase; Conjunctions – coordinate, correlative, subordinate; Pronouns – personal, compound personal, indefinite, demonstrative, interrogative, relative; Pronoun functions: subject, direct object, indirect object, object of the preposition, subjective completion; Sentence Types: interrogative, declarative, exclamatory, imperative; Combining Sentences; Punctuation: commas, semi-colons, colons, quotations

Reading Strategies – Characteristics of the Strategic/Independent Reader:

- sorts and analyzes information
- compares and synthesizes (puts together)
- hypothesizes and predicts
- infers and draws conclusions; makes judgments
- connects ideas
- recognizes a writer's purpose and tone
- follows organizational structure of a text
- analyzes a writer's style

Categories of Knowledge and Skills:

- **Knowledge and Understanding:** subject-specific content (knowledge), and the comprehension of its meaning and significance (understanding).
- **Thinking:** the use of critical and creative thinking skills and/or processes as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information), processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating); critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)
- **Communication:** the conveying of meaning through various text forms
- **Application:** the use of knowledge and skills to make connections within and between various contexts.

Extra Help: See your teacher about arranging a mutually convenient time for extra help. You may also go to the guidance office for a list of volunteer and professional tutors.