

# Lambton Kent Composite School English Department

## Lambton Kent District School Board

Course Information			
Department	ENGLISH	Teacher	Mrs. Ryan
Course Code	ENG1D Grade 9 Academic English	Prerequisite	None
Future Courses	ENG2P or ENG2D		
Description	This course emphasizes the analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret text from contemporary and historical periods, including plays, short stories, and short essays and will investigate and create media works. An important focus will be the correct and effective use of spoken and written English.		
Textbooks	<u>Nelson Literacy</u> (\$20) <u>Uglies</u> (\$15), <u>Twelfth Night</u> (\$35)		
Mission Statement	Lambton Kent Composite School is a school community committed to growth toward excellence in a safe and inviting environment.		
Course Strands			
Oral Communication	<p><b>Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p><b>Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p><b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>		
Reading and Literature Studies	<p><b>Reading for Meaning:</b> read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;</p> <p><b>Understanding Form and Style:</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p><b>Reading With Fluency:</b> use knowledge of words and cueing systems to read fluently;</p> <p><b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>		
Writing	<p><b>Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p><b>Using Knowledge of Form and Style:</b> draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p><b>Applying Knowledge of Conventions:</b> use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p><b>Reflecting on Skills and Strategies:</b> 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.</p>		
Media Studies	<p><b>Understanding Media Texts:</b> demonstrate an understanding of a variety of media texts;</p> <p><b>Understanding Media Forms, Conventions, and Techniques:</b> identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p><b>Creating Media Texts:</b> create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p><b>Reflecting on Skills and Strategies:</b> 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.</p>		

## Course Content Outline

**Unit 1:** Literacy Analysis with Non-Fiction and Short Stories

**Unit 2:** Novel Study with *Uglies*

**Unit 3:** Creation Stories and Mythologies

**Unit 4:** Graphic Texts

*Note: Each unit will require students to participate in a variety of informal and formal discussions, presentations and writing tasks. Your formal Culminating project on *Uglies* will be worth 10% of your mark.*

## Teaching Approaches

The English curriculum is based on the premise that all students can be successful language learners. High-quality instruction will include the following:

- Instruction that is guided by formative assessment that takes into consideration students' strengths and addresses their learning needs.
- Instruction that clarifies the purpose for learning and helps students activate prior knowledge.
- Instruction that is differentiated to meet individual and small group needs.
- Instruction that models learning strategies and encourages students to talk and reflect on their thinking and learning processes.
- Instruction that introduces a rich variety of activities that integrate expectations and provides explicit teaching of knowledge and skills.
- Instruction that provides opportunities for guided and independent practice.
- Instruction that encourages higher-level thinking skills (analysis, synthesis, evaluation).
- Instruction that encourages students to think about fairness, equity, social justice, and citizenship in a global society.

## Assessment and Evaluation

There will be a **FINAL EXAM** at the end of the term worth **20%** of your mark. The breakdown of your mark for each unit of study and the final exam will be based on your level of achievement. There are four achievement categories of knowledge and skills that encompass all the curriculum expectations. You will be given numerous and varied opportunities to demonstrate your level of achievement in the four categories. The four categories and their values are as follows:

<b>Knowledge/ Understanding</b> 25%	<b>Knowledge of content</b> (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions) <b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)
<b>Thinking</b> 25%	<b>Use of planning skills</b> (e.g., generating ideas, gathering information, focusing research, organizing information) <b>Use of processing skills</b> (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating) <b>Use of critical/creative thinking processes</b> (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)
<b>Communication</b> 25%	<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, graphic, and written forms, including media forms</b> <b>Communication for different audiences and purposes</b> (e.g., use of appropriate style, voice, point of view) <b>in oral, graphic, and written forms, including media forms</b> <b>Use of conventions</b> (e.g., grammar, spelling, punctuation, usage), <b>vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms</b>
<b>Application</b> 25%	<b>Application of knowledge and skills</b> (e.g., literacy strategies and processes; literary terminology, concepts, and theories) <b>in familiar contexts</b> <b>Transfer of knowledge and skills to new contexts</b> <b>Making connections within and between various contexts</b> (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)

## Learning Skills

Provincial report cards will be marked with each student's performance in the five Learning Skills areas: **Works Independently, Teamwork, Organization, Work Habits/Homework, and Initiative**. A letter grade will be given for each. These Learning Skills will be marked regularly by the teacher. They are an important statistic to understand how well students perform in the class. For each of the Learning Skills, one of the following letters will be given: E = Excellent; G = Good; S = Satisfactory; N = Needs Improvement

## Attendance

The degree of success you will experience in this course will be greatly affected by your attendance. Students must attend class regularly. For school policy regarding attendance, see your Student Handbook.

## Student Responsibility re: Absences

**You are responsible for all work given in class and absence is no excuse for not having work done.** It is up to the student to contact the teacher or another student to catch up on all work missed before returning to class. Make arrangements at the beginning of the course for someone to collect handouts and written work for you when you are absent. Discuss arrangements to complete missing work with your teacher as soon as you return.

## Teacher Absences

If the teacher is absent, students may be in the supervised study room or have a substitute teacher. Students are responsible for completing the work as stated in the lesson plan left by the regular teacher. Regular class policies, as stated here, should be followed by the students whether the teacher is absent or not. If you cannot complete the work for a valid reason, submit your incomplete work, and discuss your difficulties with the teacher upon his/her return.

## Classwork

Students are given adequate time in class to complete classwork. If it is not completed during class time, the work is for homework and is due the next day. Work not submitted will receive a ZERO. Students should discuss an appropriate time for completion if they cannot complete it the next day. It is the student's responsibility to complete classwork; if you cannot talk to your teacher to make other arrangements.

## Late or Incomplete Work

Teachers are obliged to take any late assignment a student submits with a mark deduction of 10% per day, up to a maximum of 5 days. If an assignment has been marked and returned to the rest of the class before a student hands it in, it may receive a mark of ZERO. Teachers will accept incomplete work, rough notes and outlines if the assignment is not complete, and will evaluate them accordingly if they are handed in when due. Opportunities will be provided for students to make up work that has received a zero within a timeframe specified by the teacher and in the teacher's presence.

## Major Unit Assignments/Culminating Activities

All major unit assignments and culminating activities must be submitted in order for a student to be successful in the course. Teachers give written and verbal warning of these projects and students must be responsible for meeting the deadline. If you are absent on the day a major assignment is due, make arrangements for someone to hand it in for you or submit it to Turnitin.com. **It is your responsibility to complete and hand in all assignments on time.** Expect to write a missed test after school or at noon on the day that you return. If you miss class due to truancy, tests or major assignments missed will receive a mark of ZERO.

Culminating activities are due on the date stated. If a student is absent on the day of the exam or on the due date of the culminating activity, a doctor's note is required. Students must contact their teacher if they will be absent on the due date a major assignment.

**All major assignments are due on the date stated by 2:30 pm unless otherwise stated.** Teachers will accept incomplete work, rough notes and outlines if the assignment is not complete and will evaluate them accordingly.

Students are encouraged to take responsibility for their success and submit work on time, so the teacher can return timely feedback. However, teachers recognize students have busy lives and many obligations. **Extensions will be granted to students who request them 2 days in advance of the due date.** The student sets a new due date and now will be responsible for meeting that deadline. If a student does not meet the new deadline, a mark of ZERO will be given. All major assignments must be submitted to Turnitin.com.

### **Academic Honesty**

Students are expected to complete all assignments on their own. Students are instructed on the proper format for referencing sources and should cite all outside works used, even if the teacher does not specify to do so. An incorrect citation is better than no citation at all.

If a student copies work from another student or another source, such as the Internet or a textbook, a mark of ZERO will be given. As well, the student who lent his/her work to be copied will receive a mark of ZERO.

LKCS uses an e-learning platform called D2L which cross-references a student's work with the Internet, other electronic sources and other students' work. All major written assignments must be submitted to D2L by 2:30 pm on the specified due date. If you are absent from class on the due date, you are still required to submit your assignment to the online dropbox. There are no exceptions. Students will not receive the mark for the assignment until it is submitted.

### **How the Course Incorporates Considerations for Program Planning**

#### **EDUCATION FOR EXCEPTIONAL STUDENTS**

Teachers work collaboratively with special education teachers to meet the needs of exceptional students and to help them learn. High-quality instruction will include the following:

- Instruction that takes into consideration individual learning styles.
- Instruction that is guided by ongoing formative assessment.
- Instruction that addresses the strengths and learning needs of the student.
- Instruction that may include accommodations (additional time, oral rather than written responses, preferential seating, use of technology etc.) or modified expectations (changes in number or complexity of expectations). The student's IEP will reflect the extent to which expectations have been modified.

#### **THE ROLE OF TECHNOLOGY IN THE CURRICULUM**

Information and communication technologies significantly extend and enrich teachers' instructional strategies and support students' learning. Such technologies include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.

#### **CAREER EDUCATION**

Expectations in English include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Students will acquire the literacy skills needed to meet the demands of a wide array of postsecondary educational programs and careers.

Please sign and return the bottom of this form.

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**Course: ENG 1D**

**I have read and understood the course outline and classroom policies.**

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Student's Signature

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Date