

Canterbury High School
Ottawa-Carleton District School Board
Literary Arts Department
20010 / 11 – Course Outline

Course Title: GRADE 9 English, Academic
Course Code: ENG 1DK
Prerequisite: n/a

Grade Level: 9
Credit Value: 1

Course Overview 110 hours

This course emphasizes 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 texts 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 language, and practicing the craft of writing in a variety of genres.

This group of students is congregated; they are taking this course and grade 9 Comprehensive Arts together, and in the same setting. They are auditioned students, expected work at an accelerated level. They will work with peer group over the four year program. They have already demonstrated their ability to develop strongly in the craft of their choice. They have made a commitment to be dedicated to their art and the extra challenges which will be involved.

Strands:

Literature Studies and Reading

By the end of this course, students will:

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, poetry and short essays;
- identify and explain the effect of specific elements of style in a variety of literary and informational texts.

Writing

By the end of this course, students will:

- use a variety of print and electronic sources to gather information and explore ideas for their written work;
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity;

- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate.
- learn "writers' habits and attitudes," such as keeping writers' notebooks, 'doing' writing practices, taking part in the writing process which includes editing and revision both of their own and their peers' work. They will be encouraged to begin to define cultural identity (personal and Canadian).
- These students will use their communication skills to promote Literary Arts events.

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Media Studies

Overall Expectations

By the end of this course, students will:

- use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyse specific media works;
- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Units:

- The writer's habits: daily writing practice
- Writing to describe
- Novel Study (*To Kill a Mockingbird*)
- Reading as a writer (logging and active reading)
- Shakespeare (*Twelfth Night*)
- Fiction writing (short stories)
- Poetry (experimenting with form)
- Non-fiction and persuasive writing
- Writing for the stage

Resources: *Sightlines 9*, *To Kill a Mockingbird*, *Twelfth Night*, *ABC's of Creative Writing*, *Real Toads in Imaginary Gardens*, misc. department sources.

Teaching Strategies

A diversity of teaching strategies are used based on class interest, individual needs, student strengths, proven learning theory, and best practices. For example: daily writing practice, workshopping, discussions, and lectures.

Assessment and Evaluation Strategies

- written and oral feedback is given to the students
- the rubric for personal writing and the rubric for creative writing are used as feedback tools

- students are encouraged to revise their work incorporating teacher and peer feedback

Determination of Final Grade

70% of the grade will be based on evaluations conducted throughout the course.

- *The 70% mark will include evaluations of the four categories (Knowledge/ Understanding, Thinking/Inquiry, Communication and Application).*

30% of the final grade in all courses will be based on a final evaluation that will be administered at or towards the end of the course.

- *The summative evaluation process will allow the student to fully demonstrate the key course expectations across the four Achievement Chart categories.*

Evaluation Summary

Evaluation will be based on the four categories as follows:

Knowledge and Understanding	17.5%	Communication	17.5%
Thinking/Inquiry	17.5%	Application	17.5%

70% of the grade will be based on evaluations conducted throughout the course.

30% of the grade will be based on a summative evaluation.