

Canterbury High School
Ottawa-Carleton District School Board
English Department
Course Outline 2016-2017

Course Title: English Academic
Course Code: ENG1D
Prerequisite: None

Grade Level: 9
Credit Value: 1

Course Overview: 110 Hours

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. 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.

This 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

Strands:

The following four strands (I-IV) run through this and every English course:

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 informational, literary, 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 informational, literary, 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 works.

Course Content

Fiction, non-fiction and informational texts:

Works of literary fiction and non-fiction – including short stories, poems, novels, essays, speeches, journalistic pieces, reports – will be read and analyzed. Students will explore the stylistic choices, rhetorical devices, tone, form etc. appropriate to persuasive writing, expository writing, and descriptive writing. The study of Twelfth Night will provide students with an introduction to Shakespeare and conventions of drama.

Graphic Texts and Media Study:

Students will explore various media forms and graphic texts. Emphasis will be placed on purpose and audience; students will analyze and demonstrate appropriate forms, conventions, and techniques through the study of various texts as well as through the creation of their own.

Language Study throughout the semester:

The correct use of Standard English in writing will be explored through various texts and worksheet handouts. The study of exemplary student writing is encouraged.

Summative Assignment:

This culminating assignment draws together all of the strands in an authentic task. It requires a multi-stage process approach to be effective. All summative work will be completed in class. The final part of the summative is an interview-based reflection which takes place during the exam period. The summative mark for the course is worth 30% of the final mark.

Term Work: Major Evaluations

The English Department has streamlined the number of major evaluations for each course offered at Canterbury. The term work mark will be based on 4 major evaluations, each of which will be a rich task with a focus on one of the strands in the curriculum:

1. Oral Communication
2. Reading/Literature Studies
3. Writing
4. Media

Based on the needs within each class and on differentiated instructional practices, classroom teachers may also assign minor assessments/evaluations throughout the term. These minor assignments will be more closely focused on one or two strands, and the value of the assignments will not be as heavily weighted in the overall determination of the mark.

The final mark in English 1D is comprised of a term work component worth 70%, and the summative evaluations worth a further 30% of the final mark.

References

Further information about the Ministry requirements for this course may be found at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

Student Resources / Texts

Literacy 9 (replacement cost \$25)

Novel (varies by class) (replacement cost \$20)

Twelfth Night (replacement cost \$10)

Resource Lines (replacement cost: \$40)

Sightlines 9 (replacement cost : \$40)

"Canterbury High School will continue to create, maintain and support a positive learning environment that promotes a healthy and balanced lifestyle. Students will learn to self-assess wellness, to access appropriate resources and to develop strategies for resiliency. We believe student well-being is essential for strong academic achievement and confident participation in all aspects of life at school and beyond. Key instructional strategies to be used are: goal-setting, communication with all stakeholders, frequent feedback, modeling of self-care, fostering critical thinking skills as they relate to self-assessment, differentiated instruction, and meaningful homework."