

COURSE INFORMATION SHEET

DATE:
SECONDARY SCHOOL: BISHOP ALLEN ACADEMY
DEPARTMENT HEAD: Adrian Del Monte
TEACHERS:
DEPARTMENT: ENGLISH



CURRICULUM POLICY DOCUMENT		The Ontario Curriculum, English, Grades 9 2008	
COURSE TITLE	Grade 9 Pre-AP English	COURSE CODE	ENG1DP
PRE-REQUISITE	Grade 8 + AP Summer Reading Journal	GRADE & TYPE	9 Academic
FULL YEAR / SEMESTER	Semester Two	CREDIT VALUE	1.0 O.S.S.D.

COURSE DESCRIPTION

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language. In addition to covering the Grade 9 Academic English course requirements, students will be exposed to pre-Advanced Placement materials and activities, in preparation for their taking the Grade 10 Pre-Advanced Placement English course, and the Grade 11 and 12 AP English courses.

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY

STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
SUMMER READING AND ADVANCED PLACEMENT PORTFOLIO	--	To take the Grade 9 Enhanced English Course, students must be recommended by their Grade 8 teachers, achieve a grade of at least 80% in Language Arts, and do preparatory Summer Reading before they take the ENG1DP course. The Summer Reading Response and related analytical writing, as well as other pre-Advanced Placement activities will make up the AP Portfolio portion of the course. Some activities in the regular ENG1D1 course may be modified to qualify as pre-AP activities that prepare the students for taking the Grade 10 pre-AP English course, the Grade 11 and Grade 12 Advanced Placement English courses, and for writing the Advanced Placement examinations in English Language and Composition, and English Literature and Composition during their senior years.
SHORT STORIES AND MYTHOLOGY	20	As the first unit, the examination of the short story lays the foundation of the course. Students will read and demonstrate their understanding of fiction, beginning with the short story, through discussion and reflection that will foster their personal growth. Learning will be enriched by the inclusion of mythology. This unit will include effective essay writing and an introduction to the writing process. Students will demonstrate their understanding through personal reflection, daily participation, class discussions, creative writing, analytical writing, daily reading and group work.
THE NOVEL <i>TO KILL A MOCKINGBIRD</i>	25	In this unit, students will be given the opportunity to examine the novel critically within the context of their own lives by exploring values and related issues in the novel. The teacher will assist the student by providing activities that facilitate this exploration through group discussion, debate, presentations, journal writing and creative extension activities. The exploration will permit the students to examine their own lives in light of Gospel values.

SHAKESPEAREAN DRAMA <i>ROMEO AND JULIET</i>	30	Students will expand and apply the skills learned thus far, through the study of drama. The students will interpret the elements of dramatic structure, character and characterization, theme, setting, and dramatic devices. They will learn about the context (social, cultural, and political) in which the literary work was created, and apply this knowledge to their study of the dramatic text. Students will demonstrate their understanding through reading, discussing, and analyzing the text, as well as through various creative activities (dramatic presentation, creative writing, and visual representations of major themes and symbols). When possible, the teachers will arrange a field trip to see a theatrical production.
POETRY	10	This unit introduces students to the figurative elements of poetry. Students will demonstrate their understanding through personal reflection, daily participation, class discussions, creative writing and analytical writing. The exploration will permit the students to examine issues from their own lives as well as the wider world in light of Gospel values.
INDEPENDENT STUDY	15	The Independent Study Project is a Culminating Activity that reinforces the skills and knowledge learned throughout the Grade 9 English course. Students will select a topic based on the time period when either <i>Romeo and Juliet</i> or <i>To Kill a Mockingbird</i> were written, and write a research based editorial article about their selected topic. They will accompany their article with an annotated list of the sources they consulted in their work.
LITERACY PREPARATION	10	This unit is integrated throughout the course. Students will practice literacy skills and prepare for the Grade 10 Test of Reading and Writing by completing activities in a workbook specifically designed to enhance student success on the test.

Student Evaluation:

ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Journals		Oral Presentations		ISP Essay Notes	
Paragraphs		Tests / Quizzes		ISP Essay	
Outlines		Demand Writing		Writing Process	
Essays		Final Examination		Creative writing	
RESOURCES					
ANTHOLOGY	Saliani, Dom, and Morine, Nova. <i>Crossroads 9</i> . Vancouver: Gage Educational Publishing Company, 1999.				
SHAKESPEAREAN DRAMA	Shakespeare, William. <i>Romeo and Juliet</i> . Toronto: Harcourt Brace Canada, 1999.				
NOVEL	Lee, Harper. <i>To Kill A Mockingbird</i> . New York: Grand Central Publishing, 1960.				
LITERACY TEST PREPARATION	Moore, John. <i>The Grade 10 Test of Reading and Writing Workbook</i> . Hamilton: Tree House Press Inc., 2002. <i>Language Power</i>				

POLICIES & PROCEDURES	
ATTENDANCE AND STUDENT RESPONSIBILITY	<ul style="list-style-type: none"> ❖ Good attendance is essential for success. Absenteeism, for any reason, adversely affects a student's learning. ❖ Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations. ❖ Students are expected to make a positive contribution to both class discussions and group activities in order to enhance their learning. ❖ Homework is an important and necessary part of the learning process and MUST be completed on a regular basis. ❖ Students who are absent are responsible for acquiring any notes, handouts, assignments or due dates distributed during an absence. ❖ Students who are absent for a presentation or test must submit a parental note on the day of their return to class. ❖ Students must be prepared to complete the missed assignment/test of the day of return. ❖ Rescheduling of any missed conferences is at the discretion of the teacher. ❖ Additional assistance is available on request or at the insistence of the teacher.
LATE POLICIES	<ul style="list-style-type: none"> ❖ Students will be deducted 2%/day for each day the assignment is late, up to a 10% maximum ❖ Students failing to subject after 10 days will receive a mark of 0 ❖ If an assignment has been returned to the class, students who have not submitted their assignment will receive a mark of 0
PROCESS	<ul style="list-style-type: none"> ❖ Process marks for all assignments are given for the quality of the process. ❖ Any assignment submitted without process work will not be graded until the process work is submitted ❖ Process work is to be submitted with the assignment on the due date. ❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident. ❖ Highlighted, pre-printed notes are not considered rough work. ❖ For assignments with mandatory conferences, an incomplete conference will result in a mark of zero.
ACADEMIC DISHONESTY	<ul style="list-style-type: none"> ❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment. ❖ Any primary or secondary source material that is not documented correctly can be interpreted as plagiarism. This includes portions of or entire essays downloaded from the Internet, a sentence that is too close to the original source and not put in quotations, paraphrased material that is not documented, and submission of another student's work as one's own. ❖ Students are expected to adhere to the MLA system of referencing. ❖ The onus is on the student to prove that a questionable assignment is, in fact, his/her own and proper process work aids in eliminating doubt.
RECORD KEEPING	<ul style="list-style-type: none"> ❖ Students are expected to submit a photocopy of all formal assignments. These are to be kept on file in the English Department.
TEXTBOOKS	<ul style="list-style-type: none"> ❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.
PARENT-TEACHER CONTACTS	<ul style="list-style-type: none"> ❖ Parent-Teacher Interviews take place in November and April. ❖ Telephone contacts with parents will be made as required.

LEARNING SKILLS CRITERIA	
IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.	
E–EXCELLENT	G–GOOD
S–SATISFACTORY	N–NEEDS IMPROVEMENT
SKILL: WORKS INDEPENDENTLY	
INDICATORS:	
<ul style="list-style-type: none"> • accomplishes tasks independently • accepts responsibility for completing tasks • follows instructions • regularly completes assignments on time and with care • demonstrates self-direction in learning • independently selects, evaluates, and uses appropriate learning materials, resources, and activities 	<ul style="list-style-type: none"> • demonstrates persistence in bringing tasks to completion • uses time effectively • uses prior knowledge and experience to solve problems and make decisions • reflects on learning experiences
SKILL: ORGANIZATION	
INDICATORS:	
<ul style="list-style-type: none"> • organizes work when faced with a number of tasks • devises and follows a coherent plan to complete a task • follows specific steps to reach goals or to make improvements • revises steps and strategies when necessary to achieve a goal 	<ul style="list-style-type: none"> • manages and uses time effectively and creatively • demonstrates ability to organize and manage information • follows an effective process for inquiry and research • uses appropriate information technologies to organize information and tasks
SKILL: INITIATIVE	
INDICATORS:	
<ul style="list-style-type: none"> • seeks out new opportunities for learning • responds to challenges and takes risks • demonstrates interest and curiosity about concepts, objects, events, and resources • seeks necessary and additional information in print, electronic, and media resources • identifies problems to solve, conducts investigations, and generates questions for further inquiry • requires little prompting to complete a task, displaying self-motivation and self-direction 	<ul style="list-style-type: none"> • approaches new learning situations with confidence and a positive attitude • develops original ideas and devises innovative procedures • attempts a variety of learning activities • seeks assistance when needed • uses information technologies in creative ways to improve learning for self or others
SKILL: TEAMWORK	
INDICATORS:	
<ul style="list-style-type: none"> • works willingly and cooperatively with others • shares resources, materials, and equipment with others • responds and is sensitive to the needs and welfare of others • solves problems collaboratively • accepts various roles, including leadership roles • takes responsibility for his or her own share of the work to be done • works to help achieve the goals of the group or the class • helps to motivate others, encouraging them to participate • contributes information and ideas to solve problems and make decisions 	<ul style="list-style-type: none"> • questions the ideas of the group to seek clarification, test thinking, or reach agreement • shows respect for the ideas and opinions of others in the group or class • listens attentively, without interrupting • in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding • recognizes the contribution of group members by means of encouragement, support, or praise • seeks consensus and negotiates agreement before making decisions
SKILL: WORK HABITS/HOMEWORK	
INDICATORS:	
<ul style="list-style-type: none"> • completes homework on time and with care • puts forth consistent effort • follows directions • shows attention to detail • uses materials and equipment effectively 	<ul style="list-style-type: none"> • begins work promptly and uses time effectively • perseveres with complex projects that require sustained effort • applies effective study practices

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .