

## COURSE INFORMATION SHEET

**DATE:**  
**SECONDARY SCHOOL:** BISHOP ALLEN ACADEMY  
**DEPARTMENT HEAD:**  
**TEACHER:**  
**DEPARTMENT:** ENGLISH



CURRICULUM POLICY DOCUMENT			
<b>COURSE TITLE</b>	<b>Grade 9 Applied English</b>	<b>COURSE CODE</b>	<b>ENG 1P1</b>
<b>PRE-REQUISITE</b>	Grade 8	<b>GRADE &amp; TYPE</b>	<b>9 Applied</b>
<b>FULL YEAR / SEMESTER</b>	Semester One	<b>CREDIT VALUE</b>	<b>1.0 O.S.S.D.</b>

<b>COURSE DESCRIPTION</b>
<p>This course emphasizes key reading, writing, oral communication and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language. This course will require the instructor to tailor the curriculum so that it addresses the needs of the individual learner.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
<b>SHORT STORIES AND MYTHOLOGY</b>	<b>20</b>	Students will study a variety of short stories using a range of reading strategies. By the end of the unit students will become familiar with plot structure, setting, character development, theme, and point of view. As well, students will study the foundation stories in Greek, Christian and Norse mythology.
<b>NOVEL STUDY MEN OF STONE GAYLE FREISEN</b>	<b>20</b>	Students will do an intensive novel study, completing comprehension chapter questions, participating in class discussions, as well as performing a variety of writing tasks such as an expository paragraph, a comparative graphic organizer and a five paragraph essay. The unit ends with a compatible film and a culminating project.
<b>POETRY</b>	<b>10</b>	This unit focuses on the visual and figurative aspects of poetry. Students will be introduced to a variety of poetic terms, with emphasis on simile, metaphor and personification. Students will also examine a variety of poetic genre and participate in both group and individual poetry creation and analysis.
<b>DRAMA ROMEO AND JULIET SHAKESPEARE</b>	<b>15</b>	In this unit students will actively explore their understanding and appreciation of the concept and the language of drama. Through a variety of activities, including written responses, dramatic readings, improvisation, viewing, movement, role-playing and discussions, students will increase their awareness and respect for themselves in their local community as well.

<b>NON-FICTION</b>	<b>20</b>	In this unit students will understand three key concepts of the media, make the connection between non-fiction texts, language conventions and target audiences, and demonstrate their understanding of these texts. Specifically they will look at newspaper and magazine writing and the nature of journalism. They will also consider the place of advertising in print journalism.
<b>THE WRITING PROCESS</b>	<b>25</b>	This unit is integrated throughout the course. Students will cultivate language for practical communication and creative expression. Through the writing process (conferencing, pre-writing, drafting, and editing), they will further develop their skills in spelling, punctuation, grammar and usage, and will apply the conventions of standard English in oral and written communication. Significant time will also be spent preparing for the Ontario Secondary School Literacy Test.
<b>CULMINATING ACTIVITY</b>	<b>5</b>	The nature and scope of the culminating activity is based on the skill-level and need of the class. It will however be based on one of the units in the course and its relevant resource. It will be a combination of written components, both researched and creative and will also have a presentation portion.

<b>STUDENT EVALUATION CRITERIA</b>				
<b>TERM – 70%</b>		<b>FINAL – 30%</b>		<b>FINAL REPORT CARD GRADE CALCULATION – 100%</b>
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>		<b>RELATIVE EMPHASIS / WEIGHTING</b>		<b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b>
<b>KNOWLEDGE/UNDERSTANDING</b>	<b>25</b>	<b>Culminating Activity</b>	<b>15</b>	
<b>INQUIRY/THINKING</b>	<b>15</b>	<b>Final Examination</b>	<b>15</b>	
<b>COMMUNICATION</b>	<b>15</b>			
<b>APPLICATION</b>	<b>15</b>			
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>	

<b>ASSESSMENT FORMAT USED</b>				
<b>WRITTEN</b>		<b>PERFORMANCE</b>		<b>OTHER</b>
Expository Paragraph		Quizzes		Literacy: Reading Tasks
Character Sketch		Unit Tests		- Graphic Texts
Summary		Oral Presentations		- Literary Tests
Newspaper Article		Dramatic Presentations		- Information Texts
Information Paragraph		Final Examination		Book Jacket
Poems				Wanted Posters
Five Paragraph Essay				Culminating Activity

**NOTE:** Teachers are expected to create assignments which address the needs of the individual learner.

**NOTE:** There is an expectation that students will receive frequent disclosure of achievement.

<b>POLICIES &amp; PROCEDURES</b>	
<b>ATTENDANCE AND STUDENT RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>❖ Good <b>attendance</b> is essential for success. Absenteeism, for any reason, adversely affects a student's learning.</li> <li>❖ Students are responsible for maintaining a neat and up-to-date <b>notebook</b> in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations.</li> <li>❖ Students are expected to make a <b>positive contribution to both class discussions and group activities</b> in order to enhance their learning.</li> <li>❖ <b>Homework</b> is an important and necessary part of the learning process and <b>MUST</b> be completed on a regular basis.</li> <li>❖ Students who are <b>absent are responsible for acquiring any notes, handouts, assignments or due dates</b> distributed during an absence.</li> <li>❖ Students who are <b>absent for a presentation or test</b> must submit a <b>parental note on the day of their return to class</b>.</li> <li>❖ Students must be prepared to complete the missed assignment/test of the day of return.</li> <li>❖ Rescheduling of any missed conferences is at the discretion of the teacher.</li> <li>❖ <b>Additional assistance</b> is available on request or at the insistence of the teacher.</li> </ul>
<b>LATE POLICIES</b>	<ul style="list-style-type: none"> <li>❖ Students must conference with the teacher before submitting a late assignment.</li> </ul>
<b>PROCESS</b>	<ul style="list-style-type: none"> <li>❖ Process marks for all assignments are given for the quality of the process.</li> <li>❖ Any assignment submitted without process work will not be graded until the process work is submitted.</li> <li>❖ Process work is to be submitted with the assignment on the due date.</li> <li>❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident.</li> <li>❖ Highlighted, pre-printed notes are not considered rough work.</li> <li>❖ For assignments with mandatory conferences, an incomplete conference will be recorded as such in the process marks for the assignment.</li> </ul>
<b>ACADEMIC DISHONESTY</b>	<ul style="list-style-type: none"> <li>❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment.</li> <li>❖ 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.</li> <li>❖ Students are expected to adhere to the MLA system of referencing.</li> <li>❖ 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.</li> <li>❖ Students who are unfamiliar with the rules against plagiarism should consult their teacher or the Teacher-Librarian.</li> </ul>
<b>RECORD KEEPING</b>	<ul style="list-style-type: none"> <li>❖ Students might be asked to submit an electronic copy of their formal assignments. These are to be kept on file in the English Department.</li> </ul>
<b>TEXTBOOKS</b>	<ul style="list-style-type: none"> <li>❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.</li> </ul>
<b>PARENT-TEACHER CONTACTS</b>	<ul style="list-style-type: none"> <li>❖ Parent-Teacher Interviews take place in November and April.</li> <li>❖ Telephone contacts with parents will be made as required.</li> </ul>
	<ul style="list-style-type: none"> <li>❖ For further information on Policies and Procedures, refer to the Bishop Allen Academy Student Agenda.</li> </ul>

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

**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*.