

GERALDTON COMPOSITE HIGH SCHOOL
2012-2013
English, Grade 9, Applied (ENG 1P) – COURSE OUTLINE

Teacher: Mr. S. Wilson

February 2013 – June 2013

February 2013

Dear Parent/Guardian:

I am your child's teacher for the Grade Nine Applied English course and I wanted to make you aware of some classroom and school-wide policies. I have included some day-to-day housekeeping issues below so that you are aware of my expectations. Please take the time to go over this course outline with your son or daughter to ensure they understand the requirements outlined below.

Students have a due date for assignments and will be provided with a reasonable amount of time to complete their work. If conflicts arise due to unforeseen circumstances it is expected that students or parents will communicate with the school as soon as possible. If a student is absent for any reason, I expect that the student will be responsible to find out what lessons and/or assignments were missed when they return. I am available most days during the lunchtime activity period to provide extra help and to provide a time to catch up on missed work.

Students are expected to be on time for class, with all required books and materials, ready for the day's work. Students may be counseled as to the importance of being on time for class, may serve detentions and will be required to catch up on missing work. In addition, classroom privileges may be removed.

The first Progress Report will be on March 20 followed by a Parent's Night. At this time I will indicate how your child's progress is in each of the four Achievement Categories by providing them with a level along with a report on Learning Skills.

The Midterm Report Card will be sent home in mid-April, which will be comprised of a mark, along with another report on Learning Skills. The second Progress Report will follow on May 17.

If you have any questions at all during the semester regarding your son or daughter's progress, please feel free to call me at the school at 854-0130. I am very interested in keeping parents/guardians informed of their child's progress.

In addition I invite you and your child to regularly visit the class website, www.wilsonteacher.ca to find copies of assignments, a calendar and resources to assist with the course.

Thank you in advance for your cooperation.

Mr. S. Wilson.
swilson@sgdsb.on.ca
www.wilsonteacher.ca

_____ Student Signature
_____ Parent/Guardian Signature

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2012-2013
English, Grade 9, Applied (ENG 1P) – COURSE OUTLINE

Teacher: Mr. S. Wilson

September 2012-February 2013

Curriculum Policy: The Ontario Curriculum: English, 2000

Prerequisite: Grade 8. **Credit Value:** 1.0

Text: In Context (Textbook)
Don't Label Me (Textbook)
Language Power – Book G (Grammar Book)
The Snow Walker (Novel)
"The Crucible" (Play)

- Additional resources and materials will be used throughout the course from a variety of sources including print, video and the Internet

Rationale:

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts, and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

Overview of Course:

The following is a list of study areas in this course and the overall expectations that students should achieve by the end of this course.

1. Oral Communication

- **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- **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.

2. Reading and Literature Studies

- **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning
- **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- **Reading with Fluency:** use knowledge of words and cueing systems to read fluently
- **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.

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3. Writing

- **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience
- **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, graphic, and literary forms and stylistic elements appropriate for the purpose and audience
- **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
- **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.

4. Media Studies

- **Understanding Media Texts:** demonstrate an understanding of a variety of media texts
- **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;
- **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- **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 texts.

EVALUATION:

Type of Assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/Understanding	Tests/Quizzes, In-class assignments	20
	Thinking/Inquiry	Tests/Quizzes, Writing; Conferencing; Group Work	20
	Application	Tests/Quizzes, Major assignments and unit culminating tasks, In-class assignments	15
	Communication	Observation; Discussion; Group Work	15
Summative (30%)	Final Assessment	Final Exam/Test	15
		Independent Study Unit	15
Total (%)			100

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LEARNING SKILLS:

The Ontario Ministry of Education outlines learning skills that students are evaluating on throughout the year:

(R)esponsibility; **(O)**rganization; **(IN)**dependent Work; **(C)**ollaboration; **(I)**nitiative;
(S)elf-Regulation

This evaluation will be in the form of a letter designation as follows:

E=Excellent **G**=Good **S**=Satisfactory **N**=Needs Improvement

UNITS:

Unit Number	Unit Title	Unit Length (Approx.)
Unit 1	Writing Development: Form, Style and Content	4 weeks (20 hours)
Unit 2	The Novel: <u>The Snow Walker</u>	4 weeks (30 hours)
Unit 3	Short Writing: Short Stories and Poetry	4 weeks (30 hours)
Unit 4	Studying a Play: "The Crucible"	4 weeks (30 hours)
Unit 5	Media Studies	3 weeks (30 hours)

Specific Expectations:

- **Preparedness.** Students are expected to maintain an organized binder and notes. Bring a pen, pencil/eraser and textbooks every day!
- **Students who miss class are expected to get that day's assignment from another student or the teacher on their own.** If you know that you are going to be away, let me know in advance to avoid problems.
- **Late Assignments.** Students are given a fair and reasonable amount of time to complete assignments. Major assignments will be assigned a due date and a closure date, which occurs three days after the due date. This will be the final date that assignments may be submitted for assessment
- **Plagiarism.** Familiarize yourself with the school's Plagiarism Policy

I look forward to a productive and good term for all of us. If you have any questions at all during the semester regarding the course or your progress, please feel free to call me at the school at 854-0130 or make an appointment to see me.

You are encouraged to regularly visit the class website at www.wilsonteacher.ca for extra copies of assignments, useful links and contact information should you need assistance on course work outside of class time.