

REDEEMER CHRISTIAN HIGH SCHOOL

ENGLISH 9 Applied (ENG1P)
Mrs. Lendore

SEMESTER I
2019-2020

INTRODUCTION

Welcome to grade 9 Applied English! This course focuses on communication, one of the most wonderful abilities that God has given us as His image-bearers. We will continue to learn to express our thoughts clearly and creatively while learning to appreciate and evaluate the communications of other people. A respect for language and a concern for truthfulness, fairness and appropriateness in its use will be fostered. Literature, composition, speech, media and grammar will be studied in relationship to group and individual needs.

Overall Expectations by Strand

The following are the strands into which the course English 9 Applied is organized:

Oral Communication:

By the end of this course, students will:

1. Listen to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speak to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflect 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:

By the end of this course, students will:

1. Read 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. Understand Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Read With Fluency: use knowledge of words and cueing systems to read fluently;
4. Reflect 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

By the end of this course, students will:

1. **Develop and Organize Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Use 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. **Apply 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. **Reflect 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:

By the end of this course, students will:

1. **Understand Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understand 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. **Create Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflect 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.

ASSESSMENT AND EVALUATION

Assessment As, Of, and For Learning

- Assessment *FOR* learning are activities that help you learn course concepts while also informing you and your teacher of how you are progressing in the course – without counting towards your final grade (homework, quiz, observation/discussion, worksheet...).
- Assessment *AS* learning are activities that cause you to reflect on your own (or someone else's) learning, and to act on your thinking to improve your learning (self and peer assessment, journal, quizzes, rough copies...).
- Assessment *OF* learning is the course work that demonstrates formally what you have learned in the course. This is evaluated by your teacher and will make up 70% of your final grade. (tests, presentations, creative pieces...) Your final exam will be worth 30% and consists of a speech (10%) and a written exam (20%).

Evidence of student achievement for evaluation is collected over time from three different sources- observations, conversations and student products.

Student work will be assessed and evaluated in the following categories:

Knowledge and Understanding	20%
Thinking and Inquiry	30%
Communication	30%
Application	20%

Unit Titles and Hours in sequence of delivery

UNIT	UNIT DESCRIPTION	HOURS and ASSESSMENTS OF LEARNING
1	Creative Writing/ Writing Skills Students will write, revise and edit several pieces about childhood experiences for publication and presentation.	12.5 Poem (product and observation) Stories on a poster (product and conversation)
2	Short Stories Students will review short story elements and read and discuss several short stories.	12.5 Test (Product)
3	Public Speaking I Students will study the characteristics of effective speeches and write a speech which exhibits those characteristics.	7.5 Written Speech (Product)
4	Novel: To Kill a Mockingbird Students will learn the setting of the novel, with social context, and will read the book. Themes and content will be explored.	20 Reading tests Unit test (Products)
5	Essay Students will learn the form and requirements of a formal essay and will write a paper in stages- draft, revision, final	10 Final copy of essay (Product)
6	Drama: Romeo and Juliet Students will learn the setting of the play and read parts together in class. Discussion and explications will be part of the reading process.	15 Reading parts (Observation) Test (Product)
7	Media Film versions of the drama will be viewed and analyzed.	15 Paper (Product)
8	Public Speaking II- Students will present speeches written in Part I and will conduct a discussion with the class, entertaining questions that arise from their speech	12.5 Presented Speech (Observation and Conversation)
9	Examination and Review	5
TOTAL		110

CLASSROOM ROUTINES AND EXPECTATIONS

1. Classroom Behaviour: Our classroom is a community where all of us should feel free to express our thoughts and feelings openly. Respect and consideration for each other are required on the part of each member of the class. In accord with this, students will be quietly seated and ready to start before the bell rings. Students will not speak out without permission and will listen when others are speaking. It is expected that each student will be an active and willing participant as an individual, as a partner, and as a group member.

2. Supplies: Each student must have a binder with paper, Redeemer agenda (if you don't have one, you must get one from the office by Friday), a pen, a suitable book for USSR and other required texts (advance notice will be given re: required texts) in class every day. Dictionaries are optional but are highly recommended.

3. Absences and Late Assignments: Talk to the teacher if you know you will be away for a test or wish to negotiate an extension on an assignment. **Tests missed due to illegitimate absence (skipping) will be recorded as zero.** Tests missed due to legitimate absence will be written on the return of the student.

4. Literacy Sessions: Each day of the week for the first few months of the semester, we will have literacy sessions for 20 minutes or more at the beginning of class. The schedule is as follows:
Daily writing- Using the notebook that the teacher will give you, write the date at the beginning of every class and then follow the instructions on the board. If a quotation or Bible verse is used, write it in your notebook first and then respond.

In addition to the daily writing, each day has another activity as shown below:

Monday - Journal

Tuesday – Silent Reading (Uninterrupted Sustained Silent Reading)

Wednesday - Language Study/Revision

Thursday – Silent Reading

Friday – Silent Reading/Class readings

5. Book Project: You will be writing an analysis of at least one book you have read and you will be working on a group project related to that book. (The book will be chosen from a list given by the teacher and will be one of the books on your book list. See #6.) A detailed handout and rubric for the book project will be handed out.

6. Book List: In conjunction with silent reading and the book project, you are required to be in the process of reading a book at all times. You must compile a list of four books by four different authors which you would like to read, including the author of each book and the possible location of the book. (Eg. School, public or church library, at home, sister's bookshelf, and the like.) Two of the books will be chosen from a list given by the teacher. The other two books you choose on your own must be at an appropriate reading level. If you're unsure of what books are appropriate, ask the library resource person or the teacher. **The book list is due on Thurs., Sept. 19.**

7. Journals: Journals will be written on loose leaf paper and will be part of your binder. They will not only be used on Mondays but may be used intermittently for a variety of purposes. Usually, you will be given a starting point to write about. You begin by writing about the given topic and then continue writing on any ideas that are suggested by the given topic. You must continue writing until the teacher says the time is up. You are encouraged to write in your journal at other times on your own, as well.

8. Work Completion: You are responsible for providing evidence of your achievement of the overall expectations of this course according to the required form and within the time frame specified for each assignment. **Assignments that do not meet the requirements will have marks deducted or will be returned to the student for proper completion**

9. Dismissal: The teacher dismisses the class, not the bell. Please stay in your seat and keep listening until the teacher indicates that you may leave.

10. Learning Skills and Work Habits: You will be assessed in class in terms of Learning Skills and Work Habits. An outline of the areas in which you will be given feed back in class and on your report card is attached.

• Learning Skills and Work Habits	• Sample Behaviours
• Responsibility	The student: <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
• Organization	The student: <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals;

		<ul style="list-style-type: none"> identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
	<ul style="list-style-type: none"> Independent Work 	<p>The student:</p> <ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
	<ul style="list-style-type: none"> Collaboration 	<p>The student:</p> <ul style="list-style-type: none"> accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

	<ul style="list-style-type: none"> Initiative 	<p>The student:</p> <ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
	<ul style="list-style-type: none"> Self-regulation 	<p>The student:</p> <ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.