

ENG1D: Course Syllabus

Redeemer Christian High School
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Semester 1
2020-2021

INTRODUCTION

Welcome to grade 9 Academic 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 Grade 9 Academic English course 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 literary, informational, 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 literary, informational, 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 activities are ones 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** (most homework, quizzes, observation/discussion, worksheet...).
- Assessment *AS* learning activities are ones 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 activities are the course work items that demonstrate 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 and a written exam.

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	20%
Communication	30%
Application	30%

UNIT AND EVALUATION BREAKDOWN

	UNIT	EVALUATION BREAKDOWN
TERM (70%)	1. Writing	12%
	2. Short Stories	10%
	3. Public Speaking	10%
	4. Novel: <i>To Kill a Mockingbird</i>	15%
	5. Play: <i>Romeo and Juliet</i>	15%
	6. ISU: Book Project	8%
FINAL (30%)	7. Summative – Oral Exam	10%
	8. Summative – Written Exam	20%

TECHNOLOGY

There are two important online places that we will be regularly using this year.

1. All major assignments will be submitted on Turnitin throughout the semester.
2. Edmodo will be used as an online record of our class. The Daily Agenda, any power points, assignments, and audio resources will be posted here for you to review as needed.

Sign in information:

1. Turnitin.com
 - a. Class ID: 26277749
 - b. Password/Enrollment Key: romeo
2. Edmodo.com
 - a. Class code: u5z887

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, agenda, a pen, a silent reading book and other required class texts in class every day. Dictionaries are optional but are highly recommended.
3. **Absences and Assignments:** The daily agenda will be posted on Edmodo each day if you are absent from class. All assignments will be able to be submitted to Edmodo if you are unable to be in class on the due date.
4. **Literacy Sessions:** Many classes will include a literacy session. This may include the following:
 - a. Daily writing – write the date and then follow the instructions on the board. Write the idea, quotation, or Bible verse in your notebook first and then respond with your ideas and thoughts about the given item. Continue writing with further ideas that you have that are related to the original thought. You must continue writing until the teacher says the time is up.
 - b. Silent Reading – you should have a book of your choice with you for every class. You will be keeping a log of your reading choices throughout the semester.
 - c. Vocabulary – you will be provided with words that you should be able to define and use in sentences.
 - d. Grammar – you should bring your Language Power books to class. We will use these to develop our grammar skills.

5. **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**
6. **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.
7. **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 feedback in class and on your report card is attached.

LEARNING SKILLS**SAMPLE BEHAVIOURS**

- Responsibility

The student:

- 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:

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

- Independent Work

The student:

- independently monitors, assesses, and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

- Collaboration

The student:

- 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.

- Initiative

The student:

- 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.

- Self-regulation

The student:

- 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.