

London District Catholic School Board
English, Academic
ENG1D Course Outline

MINISTRY GUIDELINE: The Ontario Curriculum, Grades 9 and 10, English, 2007 Revised

PREREQUISITE: Grade 8 English

CREDIT VALUE: 1.0

Course Description

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

How This Course Supports The Ontario Catholic School Graduate Expectations

The primary goal of Catholic education is to graduate young men and women who are discerning believers in the saving story of Christ. They are challenged to become responsible citizens, based on a tradition of Church social teaching which balances the sacred dignity and value of the human person with a striving for the common good. To that end, this course encourages students to find and to value their own voice and encounter literature which helps develop their growing awareness of personal growth and relationship, responsibility to the world and its peoples.

Overall Course Content: Oral Communication, Reading, Writing, Media Literacy

Ministry curriculum expectations must be met in order to earn this credit.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

Teaching Strategies:

A rich variety of reading, writing, language and media activities will be incorporated by each teacher, using strategies including class, collaborative and individual instruction, and reflecting an emphasis on theoretical approaches and concepts, and practical application as appropriate.

Course Resources:

Students will be provided with a variety of resources, some for in-class use and others to be taken home and brought to class on a regular basis. Resources are costly investments and as such are expected to be used in a respectful manner and returned in the same condition in which they were issued. Lack of student responsibility in this regard may result in a repair or replacement cost to the student and his/her parent/guardian.

Assessment Strategies:

- A wide variety of assessment and evaluation strategies will be used to ensure that students demonstrate their achievement of the curriculum expectations under four categories: Knowledge/Understanding (25%), Thinking (25%), Communication (25%), and Application (25%).
- Seventy per cent of the final grade will be based on evaluations conducted **in class**, throughout the course.
- The remaining thirty percent will be based on a final evaluation in the form of an oral communication task (15%) and an exam (15%). The category weighting factors for this 30% will be the same as those used during the term.

Should a student miss all or part of the scheduled final evaluation activities, the student will forfeit whatever portion of the thirty percent that was not completed. In extenuating circumstances (e.g., illness, death in the family, etc.) the principal shall determine an alternative resolution for a missed final evaluation.

Late and/or Missing Summative Assessment Assignments:

Late and/or missed assignments do impact the student’s grade. For more detailed information about late and missed assignments and academic misconduct (skipping, cheating, and plagiarism) refer to the Procedure for Dealing with Academic Misconduct and Late and Missing Assignments.

Learning Skills

Skills and work habits such as responsibility, organization, independent work, collaboration, initiative, and self-regulation will be assessed and reported separately from the subject grade. The separate evaluation and reporting of these learning skills reflects their critical role in students’ achievement of the curriculum expectations.

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| <p>Students are expected to:</p> <ul style="list-style-type: none">- attend and be punctual for all classes.- come to class prepared to work.- complete all assignments, readings and homework on time.- catch up on all notes and work missed when absent.- be present for all tests and evaluations (in the case of illness, a Doctor’s note may be required).- respect the learning environment.- adhere to the School Computer User Policies and the Board Student Internet Access Agreement.- adhere to the Board policy with regard to plagiarism.- adhere to the school dress code. | <p>Parents/Guardians are asked to:</p> <ul style="list-style-type: none">- encourage your son/daughter to take an active part in the life of the school.- regularly ask to see notebooks and school planner.- encourage him/her to take advantage of opportunities for extra help.- become familiar with the curriculum.- attend school functions and talk to us. <i>Teachers work best when we know the story behind the desk.</i>- encourage your son/daughter to take an active interest in current events and issues. Offer him/her opportunities to question and reflect on what is happening in the world. <p><i>“Parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education.”</i></p> <p>Ministry of Education</p> |
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I have read and carefully considered the expectations of me as a student. I agree to adhere to these expectations.

Student _____ **Date** _____

I have discussed the contents of this course outline with my son/daughter and understand what is expected of us.

Parent _____ **Date** _____