

2017-2018

ENGLISH GRADE 9

ENG1D1

Grade 9

Academic

Course of Study

School: As-Sadiq Islamic School

Principal: Mr. Marcello D'Agostino

English Department

Course Developer: Ms. Zainab Rasool

Course development Date: June 5th2015

Course updated: May 29, 2017



AS-SADIQ ISLAMIC SCHOOL
Course Outline – Grade 9 English – ENG1D

Course Title:	English
Course Code:	ENG1D1
Course Type:	ACADEMIC
Grade:	9
Credit Value:	1
Prerequisites:	None
Co requisites:	None
Course Developer:	Zainab Rasool
Course Reviser:	Zainab Rasool
Date Developed:	June 5 th , 2016
Revised:	May 29 th 2017
Curriculum Policy Document:	English, <i>The Ontario Curriculum</i> , Grades 9 and 10, 2007. (Revised)

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Course Outline – Grade 9 English (Academic) – ENG1D1

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. (English, *The Ontario Curriculum*, Grades 9 and 10, 2007, Pg 41). (Revised)

Overview of the course:

Strands	Overall Expectation
Oral Communication	<ul style="list-style-type: none"> • A.1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes • A. 2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; • A.3. 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.
Reading and Literature studies	<ul style="list-style-type: none"> • B.1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning; • B.2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; • B.3. Reading with Fluency: use knowledge of words and cueing systems to read fluently; • B.4. 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.
Writing	<ul style="list-style-type: none"> • C.1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience; • C.2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and

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	<p>graphic forms and stylistic elements appropriate for the purpose and audience;</p> <ul style="list-style-type: none"> • C.3. 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; • C.4. 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.
Media Studies	<ul style="list-style-type: none"> • D.1. Understanding Media Texts: demonstrate an understanding of a variety of media texts. • D.2. 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. • D.3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques. • D.4. 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 media texts.

(English, *The Ontario Curriculum*, Grades 9 and 10, 2007, Pg 41-54). (Revised)

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Outline of Course Content

Unit Title	Unit Description	Approximate Time
Short Stories	In this unit, students will apply a variety of strategies to read, understand, and interpret short stories and develop an understanding of the conventions and literary elements involved. Lessons will emphasize appropriate strategies at all stages of the reading process as students learn the basic elements of shorts stories. This unit will include an introduction to the writing process and effective paragraph writing. Students will demonstrate their understanding through personal reflection, daily participation, creative writing, class discussions, daily reading and group work.	25 Hours
Essay Writing	In this unit, students will be taught the elements of a five paragraph essay, and the necessary elements and conventions required to produce a successful essay. Students will build upon the knowledge taught to them in the previous unit, to produce comprehensive essays. Students will demonstrate their understanding through daily participation, writing and class discussions.	15 Hours
Novel Study <i>Lord of the Flies</i>	In this unit, student will be given the opportunity to examine the novel critically within the context of their own lives by exploring values and related issues in the novel. The teacher will assist the students by providing activities that facilitate the exploration though group discussion, debate, presentations, and creative extension activities. The exploration will permit the students to examine their own lives in light of religious values.	20 Hours
Drama: William Shakespeare’s <i>Macbeth</i>	In this unit, student will be introduced to William Shakespeare, and the Elizabethan era. They will explore and learn about the social, cultural and political society of the time. Students will demonstrate their understanding through reading, discussing, and analyzing the text, as well as through various creative activities, creative writing, and visual representations.	25 Hours
Media	The media focus in this course will be on print media such as newspapers and magazines, and will include a study of nature of advertising in these media. As well, 5 “Ws” of journalism will be studied and practiced.	25 Hours
Independent Study Unit	This will take place throughout the year, and will provide students with the opportunity to select a novel	

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	of their choice, and provide a written report on it after completion.	
		110 Hours

Teaching & Learning Strategies

Students are exposed to a variety of genres throughout the course and develop skills to analyze and evaluate the effectiveness of texts which may include poems, short stories, novels, non-fiction texts, plays, videos, and other media texts from a wide range of cultures and time periods. Students identify and use various strategies including building vocabulary, learning to understand and use features and organization of texts, and developing knowledge of conventions.

Throughout the course, students develop into stronger readers, writers, and oral communicators. Since the over-riding aim of this course is to help students use language skillfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

- Activating Prior Knowledge
- Modeled, shared and guided instruction
- Think- Pair- Share
- Independent research
- Group Discussion
- Cooperative Group Learning
- Accountable Talk
- Independent Application & Consolidation
- Inquiry Based Learning
- Reflection

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Strategies for Assessment & Evaluation of Student Performance

BASIC CONSIDERATIONS

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality (Growing Success, Page 22).

THE ACHIEVEMENT CHART FOR ENGLISH

According to the Growing Success document, the achievement chart that follows identifies four categories of knowledge and skills in English. The achievement chart is a standard province-wide guide to be used by teachers.

It enables teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to: provide a common framework that encompasses all curriculum expectations for all courses outlined in this document; guide the development of quality assessment tasks and tools (including rubrics); help teachers to plan instruction for learning; assist teachers in providing meaningful feedback to students; provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

Knowledge and Understanding. Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes, as follows:

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planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)

Communication. The conveying of meaning through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts. Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. (Growing Success, 2010, page 23)

Assessment/Evaluation Strategies

Assessment & Evaluation Strategies	Assessment & Evaluation Tools
<ul style="list-style-type: none"> • Classroom Presentation • Conferences • Essays • Response Journals • Demonstrations • Interviews • Quizzes • Tests • Exams • Observation • Question & Answers • Self-Assessment 	<ul style="list-style-type: none"> • Checklists • Exemplars • Rubrics • Self & Peer Assessment • Anecdotal Notes

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Achievement Chart: English, Grades 9-12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, meta-cognition, creative process)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				

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	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Level of Achievement			
Level 1	Level 2	Level 3	Level 4
Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.	Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

(Growing Success, Page 18)

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As per the Growing Success Document (2010), the following conversions of Achievement Level into Percentage will be used. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Level	Percentage
4+	95 – 100
4	87 – 94
4	80 – 86
3+	77 - 79
3	73 – 76
3-	70 – 72

Level	Percentage
2+	67 - 69
2	63 - 66
2-	60 - 62
1+	57 - 59
1	53 -56
1-	50 – 52

(Growing Success Page 40)

A credit will be granted and recorded for every course in which a student final percentage mark is 50 percent or higher. In the case that a student achievement is below 50%, the teacher will use a percentage mark to indicate achievement below 50 percent. Conversely, since this is a Grade 9 course, teachers may use “I” on the final report to indicate that there is insufficient evidence is available to determine a letter grade or percentage mark. For the report card, the teacher will use his/her professional judgment to determine when the use of “I” is appropriate and in the best interests of the student. (Growing Success Page 42).

As mentioned in the Growing Success Document, learning skills and work habits are an integral part of student learning (Page 10). Therefore, learning skills will be monitored and recorded throughout the course to help promote student success. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement. Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
Fulfills responsibilities and commitments within the learning environment.	Devises and follows a plan and process for completing work and tasks.	Independently monitors, assesses and revises plans to complete tasks and meet goals.	Accepts various roles an equitable share of work in a group.	Looks for and acts on new ideas and opportunities for learning.	Sets own individual goals and monitors progress towards achieving them.
Completes and submits classwork, homework and assignments according to agreed upon timelines.	Establishes priorities and manages time to complete tasks and achieve goals.	Uses class time appropriately to complete tasks.	Responds positively to the ideas, opinions, values and traditions of others.	Demonstrates the capacity for innovation and a willingness to take risks.	Seeks Clarification or assistance when needed.
	Identifies, gathers, evaluates and	Follows instructions with minimal supervision.	Builds healthy peer relationships through personal and media	Demonstrates curiosity and	Assesses and reflects critically on

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Takes responsibility for and manages own behaviour	uses information, technology and resources to complete tasks.		assisted interactions. Works with other to resolve conflicts and build consensus to achieve group goals. Shares information , resources and expertise and promotes critical thinking to solve problems and decisions.	interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others.	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.
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Student Evaluation Criteria

<u>Term – 70%</u>	<u>Final- 30%</u>	<u>Final Report Card Grade- 100%</u>
Knowledge/Understanding 15%	Independent Study Project – Culminating Activity 10%	<u>Term Total 70%+</u> <u>Final Total 30%</u> <u>=Report Card Mark</u>
Inquiry/Thinking 15%	Final Exam 20%	
Communication 20%		
Application 20%		
Term Total: 70%		

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Considerations for Program Planning:

The Role of Technology in the Curriculum: Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

English As a Second Language (ESL): Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

Career Education: Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.

Cooperative Education and Other Workplace Experiences: The knowledge and skills students acquire in these courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at
(<http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>)

Policies and Procedures:

See Code of Conduct in Course Calendar for policies on Student Attendance, Student Responsibility, and Plagiarism.

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Course Materials & Resources

Lord of the Flies by William Golding

Taming of the Shrew by William Shakespeare

Barlow-Kedves, Alice, Carrie Collins, Ian Mills, Robin Pearson, Wendy Mathieu, and Susan Tywoniuk. SightLines 9

Saliani Et Al, Crossroads 9

Resources

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

The Ontario Curriculum, Grades 9 & 10: English, 2007 (revised)