



Cardinal Leger Secondary School

English Department



Course Name: English

Course Code: ENG1L

Ministry Guidelines: The Ontario Curriculum Grades 9 and 10 English 2007 and Course Profile Locally Developed Grade 9 and 10

Level: Grade 9 Locally Developed

Course Overview: This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. The course is intended to prepare students for the Grade 10 applied or locally developed English course, which leads to college or workplace preparation courses in Grades 11 and 12. The grade 9 and 10 Locally Developed English course aims to enhance the confidence of the adolescent in the Catholic School setting through the further development of skills inherent in literacy and critical thinking. In particular, the Locally Developed English course works toward preparing students for the Grade 11 course and reinforces the skills essential for completion of the provincial Test of Reading and Writing. The Locally Developed Grade 10 English course provides ongoing remediation and support for students while reinforcing the development of self-confidence and skills of independent learning.

Prerequisite: None

Curriculum Strands and Overall Expectations:

Developing Listening and Talking Skills

- DLTV.01 • use listening skills to participate in formal and informal classroom discussions;
- DLTV.02 • use talk to develop thinking skills in small and large group interactions;
- DLTV.03 • contribute ideas and converse while participating in classroom activities;
- DLTV.04 • identify their strengths as oral communicators and reflect on next steps in further developing listening and talking skills.

Developing Reading and Viewing Skills

- DRVV.01 • develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;
- DRVV.02 • read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected;
- DRVV.03 • identify their strengths as independent readers

Developing Writing Skills

- DWSV.01 • apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;
- DWSV.02 • convey information and ideas clearly in a variety of short written forms;
- DWSV.03 • identify their strengths as writers and reflect on next steps in further developing their writing skills.



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Evaluation

Term Work	70%
Knowledge and Understanding	25%
Thinking	25%
Communication	25%
Application	25%
Final Assessment	30%
Formal Examination	15%
Culminating Task Students will write the mock OSSLT test with teacher assistance	15%
Course Total	100%

Missed/Late/Incomplete Assignments

It is the student's responsibility to address missed, late, or incomplete assignments. Students are expected to complete assignments and to adhere to assignment deadlines as follows:

Due Date	10% Penalty Zone	Closure Date
A due date is set by the teacher.	1 school day late – 3% 2 school days late – 6% 3 school days late – 10% Maximum penalty of 10%	Once the closure date has passed, work is considered incomplete and a mark of zero applies.

Units of Study

Selections from *Crossroads 9*, *All Write*, *Inside Track* and *Sightlines 9*

Novel Study : A Choice of:

That Was Then, This Is Now by S.E Hinton

Striking Distance by H.A Levigne

The Edge by H.G Sotzek

Making The Grade by H.G Sotzek

Throwaway Daughter by Ting-Xing Ye

Looking for X by Deborah Ellis

The Contender by Robert Lipsyte

Drama: Scope and Action magazines

Media: Current event selections from the newspaper

Learning Skills and Work Habits

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

Responsibility	<ul style="list-style-type: none"> Fulfills responsibility and commitments. Takes responsibility for and manages own behavior.
Organization	<ul style="list-style-type: none"> Devises and follows a plan and process for completing tasks. Establishes priorities and manages time
Independent Work	<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time to complete tasks.
Collaboration	<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Builds healthy peer-to-peer relationships.
Initiative	<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities. Approaches new tasks with a positive attitude.
Self-Regulation	<ul style="list-style-type: none"> Sets own goals and monitors progress towards achieving them. Seeks clarification or assistance when needed.

Parent Signature: _____

Student Signature: _____