



## GRADE 9 ACADEMIC ENGLISH (ENG1D) COURSE OUTLINE

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### GRADE 9 ACADEMIC ENGLISH/ENG1D 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.

### UNITS OF STUDY

#### 1 THE PROSE AND THE POEM

This unit will introduce students to various fictional and non-fictional/information texts and related poetic texts. Students will be required to analyse, interpret and respond to these texts, with a core focus on theme, form and language. Students will also be required to write original prose, including: news-reports, opinion essays, paragraphs and creative writing, as well as writing and reading original poetry.

#### 2 THE PLAY

This unit will focus on William Shakespeare's, Twelfth Night, and the various issues with the play. Students will also be required to analyse Shakespearean language, dramatically read the play, and re-interpret the play into a modern context.

#### 3 THE MYTH

This unit will focus on various world mythology. Students will examine the "mythic structure" in ancient texts, as well as modern texts. Students will be required to analyse and re-interpret the myths into a modern context.

#### 5 THE NOVEL

This unit will require students to independently read Sherman Alexie's novel, The Absolutely True Diary of a Part-Time Indian and complete tasks ranging from a formal essay analysis to a creative media-based product.

## LEARNING SKILLS AND WORK HABITS

On every report card, students are evaluated on six learning skills and work habits separately from their mark. They identify the student's strengths and the areas in which improvements are needed and will be evaluated and reported as: excellent (E), good (G), satisfactory (S), and needs improvement (N). The six learning skills and work habits are:

- responsibility
- organization
- independent work
- collaboration
- initiative
- self regulation

## ASSESSMENT AND EVALUATION

Ongoing assessment will occur to allow students the opportunity to be successful. Students will be evaluated in four categories of the achievement chart. The four categories are knowledge, thinking/inquiry, communication, and application.

Seventy percent of the grade will be based on assessments conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, although special consideration is given to more recent evidence of achievement. Thirty percent of the course

term/ final	strands / categories of assessment for term	weight/ percentage	methods of evaluation
term	knowledge and understanding (K/U)	17.5	projects, tests, group work
	thinking (T)	17.5	
	communication (C)	17.5	
	application (A)	17.5	
	total term marks	70	
final	LSR; W; O; MS	15	independent novel study
	LSR; W	15	literary sight analysis
	total marks	100	

## RESOURCES

It is expected that students will take reasonable care of those materials on loan and handed out to them. Students with outstanding textbooks and/or course materials will be expected to pay for the replacement cost of the textbooks/materials owing.

## SCHOOL POLICIES

Please refer to your agenda for the Attendance Policy, Late Policy, and expectations for Classroom Behaviour.

## LATE OR MISSED WORK

In fairness to all students, late assignments will not be accepted after the subject teacher returns the marked assignment, unless there are extraordinary circumstances.

Students have an obligation to be present for all examinations, tests, quizzes, presentations and other evaluations unless alternative arrangements have been approved in advance by the subject teacher. Failure to do so could result in a "0" mark in accordance with the TDSB Evaluation and Reporting Policy. Students who are on a prolonged absence must notify the school. Prolonged absences will place the student's credit in jeopardy.

## ACADEMIC HONESTY / PLAGIARISM

When you intentionally, or unintentionally, use or pass off someone else's words, ideas, or images as your own, you are *plagiarizing*. Unless you give proper credit, you are stealing and it is wrong. Plagiarism is a form of intellectual dishonesty that includes cutting and pasting from the Internet, buying or borrowing an essay, or reusing an essay without the teacher's approval. Students who plagiarize may expect a mark of zero and may face other serious consequences.

To avoid plagiarism:

- ☒ understand what plagiarism is
- ☒ give yourself enough time to complete the research project
- ☒ make careful notes and summaries throughout the research process
- ☒ respond to the notes with your own thoughts and ideas
- ☒ accurately record quotations, paraphrased information, and page numbers
- ☒ If in doubt, ask your teacher or teacher-librarian, or cite the source just in case.

## CONSEQUENCES FOR ACADEMIC DISHONESTY

The following disciplinary action will occur in the event of academic dishonesty:

- ☒ Reprimand from the teacher
- ☒ Remediation with teacher
- ☒ Zero on the assignment
- ☒ Teacher contacts parent(s)/guardian(s)
- ☒ Discussion with V.P.
- ☒ V.P. contacts parent(s)/guardian(s) and informs student's teachers

**PERSONAL ELECTRONIC DEVICES** (e.g. cell phones, iPods, smartphone, tablets, laptops, hand held video game systems etc.)

The use of personal electronic devices is at the discretion of the individual classroom teacher. Please be aware that recording images of people, without permission, is illegal.