

COURSE INFORMATION



DATE: February 2023

SCHOOL: Yeshiva High School of Ottawa

DEPARTMENT HEAD: Mr. Nathan Lawrie

TEACHER: Mr. Nathan Lawrie

DEPARTMENT: General Studies, English and Humanities

CURRICULUM POLICY DOCUMENT		The Ontario Curriculum: Grades 9 and 10 – English(2007, revised)	
COURSE TITLE	English	COURSE CODE	ENL1W
PRE-REQUISITE	N/A	GRADE & TYPE	Grade 9 Destreamed
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1.0

COURSE DESCRIPTION

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

UNIT DESCRIPTIONS:

UNIT 1 — Poetry and Short Stories

Part 1: Students study a selection of poems from various poets such as Gwendolyn Brooks, Emily Dickenson, and Robert Frost a focus on poetic techniques such as: repetition, word choice, metaphors, similes, and sentence structure.

Part 2: Students study short story The Landlady, with a focus on foreshadowing, setting, characterisation, theme, and genre.

Example Assignment: Comparison & Contrast exercise - students compare and contrast different aspects of the Landlady and one of the studied poems using PEA paragraphs.

UNIT 2 — Novel and Media Study - To Kill a Mockingbird and Twelve Angry men

Part 1 - Students read To Kill a Mockingbird and study various aspects of the novel including historical context, symbolism, structure, and setting.

Part 2 - Students watch the film Twelve Angry Men and study various aspects of the novel including historical context, staging, lighting, dialogue, and performance.

Example Assignment 1: Students create an interactive panel which highlights aspects of either to Kill a Mockingbird or Twelve Angry Men and the real world context they are related to, such as the Civil Rights movement and the Great Depression.

Example Assignment 2: Students complete a mid term critical essay on either Twelve Angry Men or To Kill a Mockingbird.

Note: Students cannot do the same text for both assignments.

UNIT 3 — Drama and Performance - An Inspector Calls

Part 1 -Students read / perform (in class) J.B. Priestley's An Inspector Calls.
Example Assignment 1 - Student's create a 'police' chart - analyzing and evaluating the guilt of each character before presenting an overall thesis on who is the most to blame.
Example Assignment 2 - Student's complete an observation / conversation on key aspects of the play, including stage direction, setting, and themes.

UNIT 4 — Persuasion in Advertising

Students study advertisement and consider how adverts (audio, film, and visual) are made appealing to us through studying persuasive techniques, demography, culture, and presentation skills.

Example Assignment: Students create a product that they must then advertise. They must create a newspaper advertisement and a short t.v. advertisement that highlights their understanding of persuasive techniques and communication skills.

UNIT 5 — Summative Assignment

Students complete a three part examination which incorporates all skills and learning from all units of the overall course. Students will identify key literary and persuasive techniques from a media source, revise and prepare critical essays on either the drama or short story texts, and complete an observation and conversation on either the novel, poetry or media texts.

Example exam format:

Exam Part 1 - Student's read an excerpt from an unseen media newspaper article and identify key persuasive and literary techniques.

Exam Part 2 - Student's choose from a series of essay questions and answer on either The Landlady or An Inspector Calls.

Exam Part 3 - Students complete an observation / conversation based around to Kill a Mockingbird , Twelve Angry Men or the poems from Unit 1.

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STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION
Knowledge/Understanding	25%	Knowledge/Understanding	25%	TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
Inquiry/Thinking	25%	Inquiry/Thinking	25%	
Communication	25%	COMMUNICATION	25%	
Application	25%	Application	25%	

ASSESSMENT METHODS		
OBSERVATIONS:	CONVERSATIONS:	PRODUCTS:
<ul style="list-style-type: none"> ● Informal presentations ● Reading skills ● Writing process steps (graphic organizers, research notes, outlines, drafts, editing checklists) ● Listening and speaking skills ● Self-assessment ● Records of practice including checklists, anecdotal notes (homework, classroom contributions, metacognition charts, notetaking) 	<ul style="list-style-type: none"> ● Peer feedback / editing ● Group work records ● Conferences (student- teacher, group) ● Classroom contributions ● Composition/ arrangements ● Response Journals 	<ul style="list-style-type: none"> ● Review quizzes ● Unit tests ● Projects ● Oral presentations ● Assignments ● Summative tasks ● Final Examination (30%)

LEARNING SKILLS	
Report Cards will include a letter grade for the following Learning Skills:	
INDEPENDENT WORK	<p>The student:</p> <ul style="list-style-type: none"> ▪ accomplishes tasks independently ▪ accepts responsibility for accomplishing tasks ▪ follows instructions ▪ regularly completes assignments on time and with care ▪ uses time effectively
COLLABORATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ works willingly and cooperatively with others ▪ listens attentively, without interrupting ▪ takes responsibility for his/her share of the work to be done ▪ helps to motivate others, encouraging them to participate ▪ shows respect for the ideas and opinions of others
ORGANIZATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ organizes work when faced with a number of tasks ▪ devises and follows a coherent plan to complete a task ▪ demonstrates ability to organize and manage information ▪ follows an effective process for inquiry and research
RESPONSIBILITY	<p>The student:</p> <ul style="list-style-type: none"> ▪ completes homework on time and with care ▪ follows directions ▪ shows attention to detail ▪ perseveres with complex projects that require sustained effort

INITIATIVE	<ul style="list-style-type: none"> ▪ applies effective study practices
	<p>The student:</p> <ul style="list-style-type: none"> ▪ seeks out new opportunities for learning ▪ seeks necessary and additional information ▪ requires little prompting to complete a task, ▪ approaches new learning situations with confidence and a positive attitude ▪ seeks assistance when needed
SELF-REGULATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ sets individual goals and monitors own progress ▪ seeks clarification or assistance when needed ▪ reflects and assesses critically own strengths, needs and interests ▪ perseveres and makes an effort when responding to challenges

NOTE: The above chart is a reformattting of the skills identified in the Ministry of Education's ***Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29*** .

POLICIES AND PROCEDURES	
ATTENDANCE	<p>The Ontario Ministry of Education requires 110 hours of instruction for each course. As such, it is essential for the students to arrive punctually to each class.</p> <p>Students arriving more than ten minutes late will be marked “Late” on their report card.</p> <p>Students who are absent for an acceptable reason (see below) still have to make up the number of hours missed under the supervision of a teacher or the principal according to their availability. It is the student’s duty to determine and arrange this supervision, and YHSO does not guarantee teacher’s or principal’s availability.</p> <p><i>Students who are absent for non-acceptable reasons will forfeit their credit.</i></p> <p>ACCEPTABLE REASONS FOR ABSENCE</p> <ul style="list-style-type: none"> • Medical reason (may require a physician’s note) • Family trips or special occasions (up to four missed classes per course) <p>Regardless of reason for an absence, if a student misses more than 26 classroom hours they will forfeit their credit.</p>
ASSIGNMENTS	<p>Students are responsible to complete all their assignments and homework on time. Teachers will write all assignments, homework and tests on a classroom board, along with their due dates, but students are accountable to complete these assessments punctually. <i>Assignments handed in late may result in a deduction of marks.</i></p> <p>Teachers will post all assessments and assignments and their due dates on Google Classroom. Students and their parents will have access to the Google Classroom for their courses.</p>
BEHAVIOUR	<p>Students may not act in any manner that disrupts the education of another, or distracts a teacher. This includes:</p> <ul style="list-style-type: none"> • Excessive noise • Physical disruptions • Eating (unless granted individual permission) • Use of technology not for schoolwork purposes • Acts of disrespect such as name calling, abusive or offensive language or gestures <p>Failure to adhere to these rules will result in disciplinary action as described in the Student Handbook and Course Calendar.</p>

PLAGIARISM

Academic integrity and honesty is expected from every student in Yeshiva High School of Ottawa. We take all instances of suspected dishonesty, plagiarism, or any form of “cheating” very seriously. A student who submits work that is, in whole or in part, plagiarized, will be subject to academic penalties. Repeated infractions may result in the loss of a credit and further disciplinary action. A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.