



# ENG1L

## Course Outline

### English, Grade 9, Locally Developed (ENG1L)

*W. Ross Macdonald School*

Credit: 1.0

Teacher: Mr. Huffman

Prerequisite: none

## Policy Documents

[Growing Success](#)

## Course Description

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 LD 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.

## Overall Curriculum Expectations

### Extending Listening and Talking Skills

Use listening skills to participate in formal and informal classroom discussions  
use talk to develop thinking skills in small and large group interactions  
contribute ideas and converse while participating in classroom activities  
identify their strengths as oral communicators and reflect on next steps in further developing listening and talking skills

### Extending Reading and Viewing Skills

Develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life  
Read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected

Identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills

### **Extending Writing Skills**

Apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts

Convey information and ideas clearly in a variety of short written forms

Identify their strengths as writers and reflect on next steps in further developing their writing skills

## **Assessment and Evaluation**

The primary purpose of assessment and evaluation is to improve student learning (not just assigning a grade). It is an ongoing process and students will be given a variety of different opportunities to demonstrate their learning across all four categories of the achievement chart (Knowledge, Thinking, Communication, Application). This may include daily class work, group work, journals, oral responses, portfolios, student/teacher conferencing and independent work/tests. In order for students to meet their learning goals, they will learn to use success criteria to critically evaluate their own work and will receive feedback from teachers and peers.

A final grade will be assigned based on the following:

### **Summative Assessment Tasks (70% of final grade)**

Summative evaluation given to assignments, tests, quizzes, and projects during the year.

### **Final Summative Assessment Tasks and/or Culminating Activities (30% of final grade)**

### **Learning Skills and Work Habits**

The following learning skills will be assessed throughout the year: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation.

Performance will be evaluated by the following categories: Excellent, Good, Satisfactory, Needs Improvement.

## **Deadlines and Late Assignments**

Students are responsible for completing all assignments by the assigned due date and making alternate arrangements for missed evaluations.

## **Homework**

Homework may include practice of skills taught in class, preparation or extension of in-class work. Consistent homework completion is essential for student success and it is my expectation that it be completed.

## **Academic Honesty**

Students are responsible for being academically honest in all aspects of their schoolwork.

## **Rules and Expectations**

Regular attendance and punctuality are expected, as they contribute to success at school and are important requirements in the workplace. The classroom is ours, not mine, not yours. Respect your classmates, the instructor and the equipment in the classroom.