



COURSE OUTLINE

Department:	English
Course Developer:	Simon Gallo
Development Date:	April 2024
Course Title:	English
Course reviser/date:	TBD
Grade:	9
Course Type:	De-streamed
Course Code:	ENL1W
Credit Value:	1.0
Credit Hours:	110 hours
Developed From:	The Ontario Curriculum Grades 9, 2023
Prerequisite:	none

Course Description/Rationale:

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Overall Curriculum Expectations:Literacy Connections and Applications:

Transferable Skills: demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Foundations of Language:

Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

Language Foundations for Reading and Writing: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Comprehension: Understanding and Responding to Texts:

Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Composition: Expressing Ideas and Creating Texts:

Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Creating Texts: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;

Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Outline of the Course Content:

Unit Title	Content	Number of Hours
1. Taking the Leap	Introducing the course's focus of "the journey," this unit focuses on listening and speaking skills and provides students the opportunity to view and listen to a variety of audio and video texts. Exploring the idea of "taking a leap" as the first step on a journey that provides new experiences, students will learn skills to listen up, speak up, and dig deeper into the texts explored throughout the unit. Assessments in this unit include an origami listening activity, communication analysis, and an oral presentation.	22
2. Journey Anthology	A diverse collection of poems, short stories, video, and non-fiction texts, the unit's anthology explores the theme of "the journey" in its many forms. Students will develop their ability to analyse written texts and to extend their understanding by making connections to their own life and the larger world. This unit also reviews sentence and paragraph structure, selecting evidence, and the creation of citations as students learn to craft strong arguments. Assessments in this unit include text analysis and connection assignments, an argumentative paragraph assignment, and a mid-course reflection.	26
3. Travel Writing	Travel writing in its many forms is investigated in this unit as students learn about the history of travel writing and its features. After reading a variety of travel writing, students will delve into media's codes and conventions used in travel advertising and will create their own travel advertisement. Students will also consider online rights, responsibilities, and safety as they reflect on what it means to be a "netizen." Bringing this unit to a close, students	24

	learn about, and apply, the research process as they research a travel location and create their own piece of travel writing. Assessments in this unit include travel writing and advertising analyses, the creation of advertising, a reflection on what it means to be a good online citizen, and planning and research that leads to the student's own travel article.	
4. Novel Journeys	The final leg of the course's journey is one of imagination as students choose from two speculative fiction novels to consider an author's view of a potential future and how this journey into an imagined future can influence their own lives today. Students will learn about the speculative fiction genre; explore setting, conflict, and character; and create connections with, and extensions beyond, the novel. The unit ends with step-by-step instruction on writing a formal essay. Assessments in this unit include an oral reading assignment; novel terminology test; a creative conversation between a character, author, and reader; and a three-step formal essay.	30
	Final Evaluations - Project + Exam	8
Total		110

Teaching Learning Strategies used in this Course:

The strategies used are varied to meet the needs and the range of learning styles encountered, and may include the following:

socratic dialogue	response journals	discussion	oral presentation
think pair share	freewriting	brainstorming	directed reading
tests	role playing	independent reading	mind map
email conferences	debate	instructional games	homework
daybook	study questions	multimedia presentation	annotation

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product ☐ Journals/Letters/Emails (checklist) ☐ Learning Logs (anecdotal) ☐ Entrance tickets	Student Product ☐ Assignment ☐ Journals/Letters/Emails (checklist) ☐ Pre-tests (scale/rubric) ☐ Quizzes (scale/rubric)	Student Product ☐ Assignment ☐ Journals/Letters/Emails (checklist) ☐ Tests (scale/rubric) ☐ Exam

☐ Exit tickets	☐ Rough drafts (rubric) ☐ Portfolios (rubric) ☐ Posters (rubric/scale) ☐ Graphic organizers (scale) ☐ Peer feedback (anecdotal/checklist) ☐ Reports (rubric) ☐ Essays (rubric) ☐ Webbing/Mapping (rubric/scale) ☐ Entrance ticket ☐ Vocabulary notebooks (anecdotal) ☐ Visual Thinking Networks (rubric)	☐ Rough drafts (rubric) ☐ Portfolio (rubric) ☐ Posters (rubric/scale) ☐ Graphic organizers (scale) ☐ Reports (rubric) ☐ Essays (rubric) ☐ Visual Thinking Networks (rubric)
Observation ☐ Whole class discussions (anecdotal) ☐ Self-proofreading (checklist)	Observation ☐ Class discussions (anecdotal) ☐ Debate (rubric) ☐ PowerPoint presentations (rubric) ☐ Performance tasks (anecdotal/scale)	Observation ☐ Debate (rubric) ☐ PowerPoint presentations (rubric) ☐ Performance tasks (anecdotal/scale)
Conversation ☐ Student teacher conferences (checklist) ☐ Small Group Discussions (checklist) ☐ Pair work (checklist) ☐ Debate (rubric)	Conversation ☐ Student teacher conferences (checklist) ☐ Small group discussions (checklist) ☐ Pair work (anecdotal) ☐ Peer-feedback (anecdotal) ☐ Peer-editing (anecdotal) ☐ Oral pre-tests (scale/rubric) ☐ Oral quizzes	Conversation ☐ Student teacher conferences (checklist) ☐ Question and Answer Session (checklist) ☐ Oral tests (scale/rubric)

	(scale/rubric)	
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THE FINAL GRADE:

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English. Term work will be 70% of the overall grade for the course; the final evaluation will be 30%.

Percentage of Final Mark	Categories of Mark Breakdown
70% Term Work	Unit 1 Presentation (OBS)
	Unit 1 Test (SP)
	Unit 2 Assignment (SP)
	Unit 2 Test (SP)
	Unit 3 - Student/Teacher Conference (CONV)
	Unit 3 - Test (SP)
	Unit 4 Test (SP)
	Unit 4 Assignment (SP)
30% Final Evaluation	Final- Project • Presentation (OBS) • Assignment (SP) • Student/Teacher Conference (CONV)
	Final - Written Exam (SP)

Within the 70% term mark and the 30% final mark, the breakdown of the achievement chart categories will be approximately 25% Knowledge/Understanding, Application 25%, Communication 25%, and Thinking/Inquiry 25%.

Assessment of Learning Skills & Work Habits:

The following learning skills and work habits will be fostered throughout this course and assessed on the report card: responsibility, organization, independent work, collaboration, initiative, self-regulation. These skills will not be included as part of the final mark unless they are identified in the provincial

curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to daily academic success and individual growth.

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement			
Responsibility - Fulfills responsibilities and commitments within the learning environment. - Completes and submits class work, homework, and assignments according to agreed-upon timelines. - Takes responsibility for and manages own behaviour.					
Independent Work - Independently monitors, assesses, and revises plans to complete tasks and meet goals. - Uses class time appropriately to complete tasks. - Follows instructions with minimal supervision.					
Initiative - Looks for and acts on new ideas and opportunities for learning. - Demonstrates the capacity for innovation and a willingness to take risks. - Demonstrates curiosity and interest in learning. - Approaches new tasks with a positive attitude. - Recognizes and advocates appropriately for the rights of self and others.					
Organization - Devises and follows a plan and process for completing work and tasks. - Establishes priorities and manages time to complete tasks and achieve goals. - Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.					
Collaboration - Accepts various roles and an equitable share of work in a group. - Responds positively to the ideas, opinions, values, and traditions of others. - Builds healthy peer-to-peer relationships through personal and media-assisted interactions. - Works with others to resolve conflicts and build consensus to achieve group goals. - Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.					
Self-Regulation - Sets own individual goals and monitors progress towards achieving them. - Seeks clarification or assistance when needed. - Assesses and reflects critically on 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.					

The report card will therefore focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

Program Planning Considerations:

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary

support from the teacher;

- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred. Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students,

parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

PLAGIARISM/CHEATING

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

Missed and Late Assignments Policy

Teachers will make it Clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

Resources:

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1-12

Language Works 9, Jo Thornton and Jessica Pegis
My Canadian Writing Lab (online resource)
Of Mice and Men, John Steinbeck
To Kill a Mockingbird, Harper Lee
A Raisin in the Sun, Lorraine Hansberry
Night, Elie Weisel
A selection of poetry and short fiction

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will automatically be removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include but are not limited to criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all students' work to determine the appropriateness of computer use. If the TWS online programs are deemed to have been used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant to prevent them from getting into a situation where they may be suspected of inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High-speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high-speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher