

Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

Program Area:	English	
Course:	Grade 9 Applied English	Code: ENG 1P
Course Description:	This course emphasizes key reading, writing, oral communication, and thinking skills, that students need for success in secondary school and their daily lives. Students will study plays, short stories, a novel, newspaper and magazine articles and will describe and create media works. An important focus will be the correct use of spoken and written language.	

Units of Study

Unit	Summative Tasks	Timelines
Short stories	Opinion piece Reading strategies performance	4 – 6 weeks
One act plays	Letter Oral presentation	4 – 6 weeks
The novel	Newspaper article Group presentation	4 – 6 weeks
Media	Deconstruct Advertisement Oral Presentation	4 – 6 weeks

Assessment and Evaluation Guidelines

The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

Communication (20-30%)	Knowledge / Understanding (20-30%)	Thinking and Inquiry (20-30%)	Applications / Making Connections (20-30%)
<ul style="list-style-type: none"> • Expression and organization of ideas • Use of conventions 	<ul style="list-style-type: none"> • Knowledge and understanding of content 	<ul style="list-style-type: none"> • Use of planning skills • Use of processing skills • Use of critical/creative thinking process 	<ul style="list-style-type: none"> • Application and transfer of knowledge and skills • Making connections within and between various contexts

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final assessment.

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

independence organization teamwork skills work habits/homework initiative

Missed Assessments

- Students who know ahead of time that they will miss an assessment are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an assessment for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the assessment.
- Failure to complete compulsory major assessments, including the final assessment, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Some deadlines are negotiable; some are absolute. If the student does not complete or submit work on either an absolute or a negotiated deadline, that work will be considered incomplete. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
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- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Homework

At Stephen Lewis, we believe that **consistent homework completion is essential for student success**. In this course, students are expected to complete homework daily, as assigned. Every student receives a student agenda to assist in keeping track of homework and assignments.

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Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School
Student's Course Outline / Parent Information Sheet

Program Area:	Communications: English	
Course:	Grade 9 Academic English	Code: ENG1D0
Course Description:	This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.	

Units of Study

Unit	Timelines	Summative Tasks
Short Fiction/Non Fiction	4-6 weeks	○ Supported opinion piece
Novel Study – <i>Chanda's Secrets</i>	4-6 weeks	○ Writing tasks
Shakespeare	4-6 weeks	○ Group and individual oral presentations
Poetry	Throughout the semester	○ Research assignment
Culminating Activity - Media	2-3 weeks	○ Tests and quizzes

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Communication (25%)	Knowledge / Understanding (20%)	Thinking and Inquiry (30%)	Applications / Making Connections (25%)
<ul style="list-style-type: none"> ○ clear expression and logical organization of information and ideas in various forms ○ communication for different audiences and purposes in various forms (e.g., style, voice) ○ use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary and terminology in various forms 	<ul style="list-style-type: none"> ○ knowledge of content (e.g., forms of texts, concepts and theories, language conventions, elements of style, literary terminology, and strategies) ○ understanding of content (e.g., facts, ideas, concepts, themes, opinions, and the relationships among them) 	<ul style="list-style-type: none"> ○ use of planning skills (e.g., generating ideas, gathering and organizing information, focusing research) ○ use of processing skills (e.g., making inferences, interpreting, analysing, synthesizing, evaluating) ○ use of critical and creative thinking skills (e.g., oral discourse, research, critical analysis, critical literacy, creative process, metacognition) 	<ul style="list-style-type: none"> ○ application of knowledge and skills in familiar contexts ○ transfer of knowledge and skills to new contexts ○ making connections within and between various contexts (e.g., between the text and personal knowledge and experiences, other texts, and the world outside the school)

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Stephen Lewis Secondary School

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Program Area:	Communications: English	
Course:	Grade 10 Applied English	Code: ENG2P0
Course Description:	This course extends the range of key reading, writing, oral communication and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines and reports, and will describe, design and produce effective media works. An important focus will be the clear and coherent use of the spoken and written language.	

Units of Study

Unit	Summative Tasks	Timelines
Short Fiction and Non-Fiction: <i>Sightlines</i> Novel: <i>The Curious Incident of the Dog in the Night-time</i> Drama: <i>Monster</i> Grammar: <i>Language to Go</i>	<ul style="list-style-type: none"> • Journal Writing/Reflections • Creative Writing Assignments • Creative Independent Projects • Oral Presentations (Group and Individual) • Essay Outline • Literary Essay • Tests 	4 weeks 4-5 weeks 4-5 weeks Ongoing throughout semester

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<ul style="list-style-type: none"> • expression and organization of ideas and information • communication for different audiences and purposes in various forms • use of conventions 	<ul style="list-style-type: none"> • knowledge of forms of texts, conventions, terminology, and strategies • understanding of information, ideas, concepts, and themes • understanding of the use and effect of aesthetic elements in literary and informational texts 	<ul style="list-style-type: none"> • critical and creative skills (e.g., reflecting, predicting, explaining) • inquiry skills, such as formulating questions; planning; selecting strategies and resources; analyzing and interpreting, and assessing information; forming conclusions 	<ul style="list-style-type: none"> • application of knowledge and skills in familiar contexts • transfer of knowledge and skills to new contexts • making connections within and between various contexts

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Student's Course Outline / Parent Information Sheet

Program Area:	English	
Course:	Grade 10 Academic English	Code: ENG2D
Course Description:	The focus of this course is analytical reading, writing, oral communication, and thinking skills that students need for their success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and essays. An important focus will be the thoughtful use of spoken and written language. Prerequisite: Grade 9 Academic English	

Units of Study

Unit	Summative Tasks	Timelines
Introduction: Reading, writing and speaking strategies	Writing projects Speech	4 weeks
Short Stories	Writing projects Analysis	2 weeks
The Shakespeare Play	Dramatic Presentation Quizzes Tests Writing Projects/Essay	5 weeks
The novel	Quizzes Writing projects/Essay	5 weeks
Culminating Task 15% of Course Final Exam 15% of Course	Written Project Oral Project Final Exam	Ongoing 1 week for presentations

Assessment and Evaluation Guidelines

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Communication (20-30%)	Knowledge / Understanding (20-30%)	Thinking and Inquiry (20-30%)	Applications / Making Connections (20-30%)
<ul style="list-style-type: none"> ➔ clear expression and logical organization of information and ideas in various forms ➔ communication for different audiences and purposes ➔ use of conventions 	<ul style="list-style-type: none"> ➔ knowledge of content (e.g. forms of texts, theories, literary terminology) ➔ understanding of content (e.g. facts, ideas, concepts, themes, opinions) 	<ul style="list-style-type: none"> ➔ use of planning skills ➔ use of processing skills (e.g. making inferences, analyzing, etc.) ➔ use of critical and creative thinking skills 	<ul style="list-style-type: none"> ➔ application of knowledge and skills in familiar contexts ➔ transfer of knowledge and skills to new contexts ➔ making connections within and between various contexts

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Homework

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Student Signature

Parent/Guardian Signature

Stephen Lewis Secondary School
Student's Course Outline/Parent Information Sheet

Program Area: Communications: English
Course: Grade 11 University English Code: ENG3U0
Course Description: The focus of this course is upon the development of literacy, critical thinking, and communication skills. Students will analyse texts from various periods, conduct research and analyse the information gathered, write literary essays, and analyse the relationship among media forms, audiences, and media practices. There is also a focus upon the development of the English Language.

Prerequisite: English Grade 10, Academic

Units of Study

Unit	Timelines	Summative Tasks
Short Fiction/Poetry	4 – 6 weeks	Seminar Analysis Paragraph
Novel Study – <u>The Kite Runner</u>	4 – 6 weeks	Active Reading Notes Writing/Performance Tasks
Shakespeare – <u>Macbeth</u>	4 – 6 weeks	Group and Individual Oral Presentations Quizzes
Culminating Activity	2 – 3 weeks	Literary Essay

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Communication (25%)	Knowledge/ Understanding (20%)	Thinking and Inquiry (30%)	Application (25%)
<ul style="list-style-type: none"> • clear expression and logical organization of information and ideas • communication for different purposes and audiences • use of conventions 	<ul style="list-style-type: none"> • knowledge of forms of texts, conventions, terminology, and strategies • understanding of information, ideas, concepts and themes 	<ul style="list-style-type: none"> • critical and creative thinking skills (e.g., reflecting, analyzing, explaining) • use of planning skills (e.g. generating ideas, gathering and organizing information, focusing research) • use of critical and creative thinking skills (e.g. oral discourse, research, critical analysis, critical literacy, creative process) 	<ul style="list-style-type: none"> • application of knowledge and skills in familiar contexts • transfer of knowledge and skills to new contexts • making connections within and between various contexts (e.g. between the text and personal knowledge and experiences, other texts, and the world outside the school)

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Deadlines

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Student Signature

Parent Signature

Stephen Lewis Secondary School
Student's Course Outline / Parent Information Sheet

Program Area:	Communications: English	
Course:	Grade 11 College English	Code: ENG3C0
Course Description:	This course emphasizes the development of literacy, communication, and critical and creative thinking skills. Students will study informational and graphic texts, as well as literary works. They will also create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity.	

Units of Study

Unit	Timelines	Summative Tasks
Introduction – Reports and Business Communications	4 weeks	○ Written and oral report; business writing
Short Fiction/Non-Fiction	2 weeks	○ Writing tasks
Novel Study – <i>Rita Hayworth and the Shawshank Redemption</i>	3-4 weeks	○ Group and individual oral presentations
Media – Film Study	2 weeks	○ Research assignment
Culminating Activity	2-3 weeks	○ Tests and quizzes

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Program Area:	Communications: English	
Course:	Grade 12 University English	Code: ENG4U0
Course Description:	This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills. Students will analyze various literary texts; 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 using academic language coherently and confidently, selecting appropriate strategies for different texts and purposes, and developing greater control in writing.	

Units of Study

Unit	Timelines	Summative Tasks
Short Fiction/Non-Fiction	3-4 weeks	<ul style="list-style-type: none"> ○ Writing tasks ○ Group and individual oral presentations ○ Research assignment ○ Tests and quizzes
Novel Study – <i>The Handmaid’s Tale</i>	4 weeks	
Shakespeare – <i>Hamlet</i>	4 -5 weeks	
Drama – Culminating Activity	2 - 3 weeks	

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Program Area:	Communications: English	
Course:	Grade 12 College English	Code: ENG4C0
Course Description:	This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.	

Units of Study

Unit	Summative Tasks	Timelines
<ul style="list-style-type: none"> Media: Various Multi-Media and Print Resources Short Fiction and Non-Fiction: <i>Passage: Literature and Language</i> Novel: <i>A Lesson Before Dying</i> Drama: <i>Goodnight Desdemona (Good Morning Juliet)</i> Culminating Task: Various Research Materials Grammar: Various Materials Distributed in Class 	<ul style="list-style-type: none"> Journal Writing/Reflections Creative Writing Assignments Creative Independent Projects Oral Presentations (Group and Individual) Personal Essay Literary Essay Research Report Oral Presentation Tests 	<ul style="list-style-type: none"> 3 weeks 3 weeks 4 weeks 4 weeks Ongoing Throughout Semester Ongoing Throughout Semester

Assessment and Evaluation Guidelines

The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

Communication (30%)	Knowledge / Understanding (20%)	Thinking and Inquiry (30%)	Applications / Making Connections (20%)
<ul style="list-style-type: none"> communication of information and ideas communication for different audiences and purposes use of various forms of communication language conventions oral communication skills 	<ul style="list-style-type: none"> knowledge of forms of texts, conventions, terminology, and strategies understanding of information, ideas, concepts, and themes understanding of the use and effect of aesthetic elements in literary and informational texts 	<ul style="list-style-type: none"> critical and creative skills (e.g., reflecting, predicting, explaining) inquiry skills, such as formulating questions; planning; selecting strategies and resources; analyzing and interpreting, and assessing information; forming conclusions writing process 	<ul style="list-style-type: none"> application of knowledge and skills in familiar contexts transfer of knowledge and skills to new contexts making connections between texts and experiences, other subjects and the world

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final Mark = 70% Term + 30% Final Assessment (15% Culminating Task and 15% Final Exam).

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

independence organization teamwork skills work habits/homework initiative

Missed Assessments

- Students who know ahead of time that they will miss an assessment are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an assessment for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the assessment.
- Failure to complete compulsory major assessments, including the final assessment, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Some deadlines are negotiable; some are absolute. If the student does not complete or submit work on either an absolute or a negotiated deadline, that work will be considered incomplete. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
- Negotiate alternate deadlines well before an established due date.
- Understand that some deadlines are negotiable; some are absolute. Work that is not submitted/completed on either a negotiated or absolute deadline may not be assessed/evaluated and it will be considered incomplete.
- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Homework

At Stephen Lewis, we believe that **consistent homework completion is essential for student success**. In this course, students are expected to complete daily homework. Every student receives a student agenda to assist in keeping track of homework and assignments.

I have read the course overview for Course Code: _____ Date: _____

Student Signature

Parent/Guardian Signature