



Teacher	Ms. R. Phippen
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Room	233

Prerequisite: None

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 9 and 10 Locally Developed English course. This course is organized by strands, which 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 process involved in talking, listening, reading, viewing, writing and thinking and reflect regularly upon their growth in these areas.

Course Expectations

Listening and Talking Skills

- Apply active listening strategies to gather information and ideas as they contribute to small group and class discussions;
- Use talk to extend critical and creative thinking skills in small and large group interactions
- Contribute ideas and engage in thoughtful conversation in classroom activities;
- Assess their growth as oral communicators and set goals for extending their talking and listening skills.

Reading and Viewing Skills

- Apply reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life, with an emphasis on increasing independence;
- Read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;
- Assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.

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 with clarity and coherence in a variety of short print and non-print forms;
- Assess their growth as writers and set goals for extending their writing skills.

Course Units of Study

Spelling and Grammar

Short Stories

Novel Study

Media

Independent novel study

Unit and Title
Unit 1: Exploration – Who am i?
Unit 2: Transitions
Unit 3: Gateways
Unit 4: Possibilities
Unit 5: What's next?
Grammar and Writing (throughout the course)

* Each unit is designed to develop and improve fundamental literacy skills to support student learning. Unit orders and assignments are subject to change.

Unit One: Explorations – Who am i?

This first unit will be a chance for the teacher and student to initially assess his/her strengths. This unit is all about the individual student. Through a variety of short stories, newspaper articles, and essays, students will begin to develop listening, reading and writing skills, and will explore articles on various topics of interest. Developing proper paragraph writing will be the primary writing focus for the unit.

1. Reflections & Goal Setting Activities
2. Supported Opinion Paragraph
3. Reading/Viewing Tasks
4. Speaking/Listening Tasks

Unit Two: Transitions (Ongoing)

The first fifteen minutes of each class will be dedicated to personal reading. Students will choose an appropriate book of their choice, and is to read a minimum

of *one* personal novel.

1. Novel Activities: (Goal setting, and reflections)
2. Presentation or media work on novel of choice

Unit Three: Class Novel Study

Students will read a chosen novel together as a class, while using a variety of strategies to increase reading level and vocabulary. As students progress with the text, they will learn to connect with the content by using appropriate reading strategies. They will engage in discussions, writing responses, and small group presentations. The primary writing focus will be developing a news article and working together as a team to read and work with.

1. Goal Setting Activities and Reading Circles
2. News Article on event(s) from the Novel
3. Novel Quizzes, Test

Unit Four: Media

The goal of this unit is to develop media savvy teens. The focus will also remain on developing reading, viewing and writing skills. We will explore how teens are portrayed in the media. The primary writing task will be developing a summary and distinguishing between FACT and OPINION.

1. Reflections and Goal Setting
2. Written Summaries
3. Advertisement (Viewing)

Final Assessment Tasks: Portfolio 25 Periods / 30%

Students will look back on the work they have accomplished throughout the semester and demonstrate, through a portfolio assignment, the skills and strategies developed throughout the course. This portfolio will include a series of student reflections and examples of polished work students have created throughout the school year. Students will present the portfolio to the teacher.

1. Reading and Viewing Responses
2. News Articles, Summaries, and Opinion Paragraphs

Final Grade:

Term Work: 70%	Culminating Activity: 15%	Final Exam: 15%
Reading and Viewing Skills Writing Skills Listening and Talking Skills		

Learning Skills

Responsibility	Fulfills responsibilities and commitments
Organization	Manages time to complete tasks and achieve goals
Independent work	Uses class time appropriately to complete tasks
Collaboration	Works with others and promotes critical thinking
Initiative	Demonstrates curiosity and an interest in learning
Self-Regulation	Sets goals and monitors progress towards achievement

Achievement Chart Categories	Assessment and Evaluation Tools and Strategy examples
(KU) Knowledge/Understanding Subject- specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding).	Anecdotal notes Checklists Marking schemes
(T) Thinking/Inquiry/Problem Solving Planning skills (ex. generating ideas, gathering information, organizing information), processing skills (ex. drawing inferences, interpreting, evaluating), critical/creative thinking processes (ex. oral discussion, critical analysis)	Rubrics Learning skills Conferences
(C) Communication The conveying of meaning through various oral, written, and visual forms (ex. communicate orally/in writing, using pictures, charts, tables).	Essays Discussions Response journals
(A) Application The use of knowledge and skills to make connections within and between various contexts (connecting ideas).	Presentations and media works (oral) Quizzes, tests

Class Requirements and Expectations

- Students must bring a notebook, textbook, writing utensil to class every day
- Organization is key! Please have a notebook that handouts and assignments can be inserted in (students will be given a notebook for notes to be stored in)
- Students are asked to refer to the class website regularly to stay up to date with assignments and daily class discussions.
- Please no cell phones in the classroom.
- Always record upcoming homework tasks, assignments and tests dates.
- Catch up on all homework missed due to absence. This is the student's responsibility.
- Please show respect to your classmates at all times. This means no talking during tests, and listening when others speak.
- You are expected to be present for all tests. If you are involved in a school activity on the day of the test, it is your responsibility to inform the teacher in advance so arrangements can be made for a make-up test.
- Failure to write tests or submit major assignments on the specified due date without informing the teacher beforehand may result in a phone call home.

Assignment Submission

- All assignments should be **typed** and include the name of project/title, the course code, your name, my name, and the date.
- All assignments should be submitted **on time**. Exceptions will be made only in extenuating circumstances and are at my discretion.
- If for any reason you are unable to hand in an assignment on time, or if you are involved in a school approved extra-curricular activity on the day of a test/due date, it becomes your responsibility to inform the teacher well in advance so that arrangements can be made for a make up tests. Please speak to the teacher before hand, and we will write up a contract for a later date. Failure to speak to me in advance will mean loss of marks. *Computer printing problems will not be accepted as legitimate reasons for late assignments. If such a situation should occur, the student must either present a hand written assignment or a computer disc that the teacher can read on a computer compatible with the Sudbury Secondary School computer system. This must be done on the day that the assignment is due.
- Please **do not be afraid to ask me for help** if you are having difficulty. Come to me sooner than later!

PARENTS/GUARDIANS:

Please be aware of the expectations set for your son/daughter in this course. They are designed to encourage all students to work to their full potential, in a cooperative classroom environment.

If you have any questions regarding your son or daughter's progress and/or the expectations above, please do not hesitate to contact me at the school 705-674-7551.

I am looking forward to getting to know you this semester! ☺

I have read this course overview and understand the expectations.

Student Name

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date