

<p><b>Course Description:</b></p> <p>This course extends students’ listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students’ continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.</p>	<p><b>Level:</b> N/A</p>
	<p><b>Credit Value:</b> 1.0</p> <p><b>Pre-requisite:</b> None</p> <p><b>Department:</b> English</p>
<p><b>Course Fees:</b> None</p>	

<p><b>Textbooks &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Growing Success: Assessment, Evaluation and Reporting in Ontario Schools</li> <li>• The Ontario Curriculum, Grades 9 &amp; 10: English, 2007 (revised)</li> <li>• Course textbooks are described in units below.</li> </ul>
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<p><b>Course Evaluation:</b> Student Evaluation consists of three components...</p>					
<p><b>1) Learning Skills &amp; Work Habits:</b></p>					
<p>Students are evaluated on 6 Learning Skills &amp; Work Habits. They are:</p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Organization</li> <li>• Independent Work</li> <li>• Collaboration</li> <li>• Initiative</li> <li>• Self-Regulation</li> </ul>	<p>These six attributes are evaluated on a scale of Excellent (E), Good (G), Satisfactory (S) &amp; Needs Improvement (N) and reported on the report card. They <b>are not</b> included in the course mark, unless specified in the curriculum expectations.</p>				
<p><b>2) Term Mark (Assessment of Learning):</b></p>					
<p>Student performance standards for knowledge and skills are described in the curriculum Achievement Chart. The curriculum is assessed in four categories:</p> <ul style="list-style-type: none"> <li>• Listening and Speaking 30%</li> <li>• Reading 20%</li> <li>• Writing 20%</li> <li>• Socio-cultural Competence and Media Literacy 30%</li> </ul>	<p>Evaluation of these four categories generates the term mark. The term mark accounts for 70% of the final mark.</p> <p><b>It is the student’s responsibility to submit evidence of learning.</b></p>				
<p><b>3) Final Evaluation (Assessment of Learning):</b></p>					
<p>The final evaluation, administered at or towards the end of the course is based on the evidence shown to the right. The final evaluation accounts for 30% of the final mark.</p>	<p>The final evaluation consists of:</p> <table> <tr> <td>Culminating Activity</td> <td>15%</td> </tr> <tr> <td>Exam</td> <td>15%</td> </tr> </table>	Culminating Activity	15%	Exam	15%
Culminating Activity	15%				
Exam	15%				
<p><b>Final Mark = 70% Term Mark + 30% Final Evaluation</b></p>					
<p>For a detailed description on Course Evaluation, review SATEC's achievement policies on the school website: <a href="http://satecatwporter.ca/">http://satecatwporter.ca/</a></p>					

<p><b>Course Conduct Policies:</b> See Student Agenda.</p>
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**Please retain this page in the front of your notebook for future reference.**



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Environment & Computers @ WA Porter CI**

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**Course Outline:**

<b>Unit</b>	<b>Description</b>	<b>Approximate Length</b>	<b>Major Unit Evaluation</b>
Short stories and other readings	<i>Short Stories With Exercises For Comprehension and Enrichment</i> by Burton Goodman	2 weeks	Written assignments, Presentations, Tests, Quizzes
Language Studies	<i>Oxford Canadian Dictionary of Current English Grammar Connections</i> by Lynda Berish and Sandra Thibadeau <i>Vocabulary: Meaning and Message</i> by Stella Sands <i>Everyday English</i> Second Edition by Barbara Zaffran and David Krulik	3 weeks	Written assignments, Presentations, Tests, Quizzes
Current Events and Cultural Studies	Using the <i>Toronto Star</i> and the text <i>Canadian Concepts</i> by Lynda Berish and Sandra Thibadeau	2 weeks	Written assignments, Presentations, Tests, Quizzes
Independent Reading	Using books obtained from the SATEC library	2 weeks	Written assignments, Presentations, Tests, Quizzes
Reading Practice	Using <i>Facts and Figures: Basic Reading Practice</i> by Patricia Ackert	3 weeks	Written assignments, Presentations, Tests, Quizzes
Skills Practice	Using the <i>Building English Skills</i> series	2 weeks	Written assignments, Presentations, Tests, Quizzes

Types of evaluation may appear in different units depending on the section of English the student is taking, but all sections will provide the same balance. I.e. each section will have a similar number of writing assignments, presentations, tests, and quizzes overall.

**Note: The order in which units are delivered may change due to student needs and resources available during the course.**

**General Information:**

Additional time will be spent on academic honesty, including plagiarism avoidance and proper MLA referencing of research sources. This will take place early in the course.

Extra help is available before and after school from course instructors.

Effective sentence and paragraph writing will be stressed in this program.

Differentiated evaluations will be provided, depending on the student's level of study in ESL.