Welcome to

ENG 1D

at Holy Trinity

With Mrs. Boucher

Course Texts

William Shakespeare's *Romeo and Juliet*

Suzanne Collins *The Hunger Games*

Independent Novel (student selected)

Curriculum

Reading and Literature Studies

Writing

Oral Communication

Media Studies

Reading and Literature Studies

- Elements of Fiction and Style
- Reading for specific purposes
- Research background of historical course texts
- Critical literacy (bias and perspective within texts)
- Non-fiction
- OSSLT preparation (review)
- Text to Text Comparisons
- Evaluating secondary sources (CRAAP)

Writing

- OSSLT Prep
- News Articles
- Formal tone (diction, voice, sentence structure)
- Summary paragraphs
- R.A.C.E.S
- Applying graphic organizers
- Revision
- Opinion vs Literary Essay
- Audience & Purpose
- Grammar
- MLA
- Works Cited (Primary sources)
- Introduction to research skills
- Simple secondary source citations

Oral Communication

- Oration (rhetoric, diction, non-verbal, vocal strategies)
- Analyzing oral texts (rhetoric)
- Literature Circles and Seminars

Media Studies

- Impact of media on society

- Codes and conventions of news media vs entertainment texts
- Analyzing bias
- Creating media texts for specific audiences and purposes

Catholic Graduate Expectations

Discerning Believers Formed in the Catholic Faith
Community
Effective Communicators
Reflective and Creative Thinkers
Self-Directed, Responsible, Life-Long Learners
Collaborative Contributors
Caring Family Members
Responsible Citizens

Mark Breakdown

Course work 70%
RST 10%
Exam 20%

Academic Policy

- ENG1P, ENG1D, ENG2P, & ENG2D courses have implemented a 'submit by' date (parents will be notified, see next point).

- On the 'submit by' date, teachers will notify parents if an assessment was not received during class that day, providing a 'window of opportunity' during which it can be handed in (until end of day). After this time, the task will *not* be accepted.

- In order to be eligible for a Level 4, assignments MUST be handed in on time. .

- The department will decide upon a designated 'make-up day' at the end of the semester, whereby students will have an opportunity to demonstrate their learning in the specific expectation *not* demonstrated due to a failure to submit work.

Growing Success

- The purpose of the Academic Policy is not to be punitive for a student who does not hand in an assignment on the agreed upon timeline.
- Students will have time in class and at lunch to complete work. They will be given plenty of warning and reminders on due dates.
- You can view your child's upcoming assignments by checking our class website: lmacdonald-boucher.weebly.com to be informed of these due dates.

Growing Success continued

- Its purpose is to encourage the students to take responsibility and to be accountable for their assignments and to ensure that they are developing the essential skill of meeting deadlines.
- Here is a link to the *Growing Success* document by the Ministry of Education, stating that students must understand that there are consequences for not completing assignments.
- http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf

What is an RST?

A **Rich Summative Task** is an evaluation that assesses some of the skills that students develop throughout the course. These skills are demonstrated through the student's understanding of the course texts while applying effective Oral Communication and Media skills.

This is done in class and is worth 10% of the final grade.

Exam

The ENG1D exam is two parts:
1. Short Fiction - 5 questions about the passage where students apply course knowledge
2. Essay- Students are given THREE prompts to choose from. These questions are based on the common themes of the course texts

The exam is worth 20% of the course

Levels

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range
4 +	95–100
4	87–94
4 –	80–86
3 +	77–79
3	73–76
3 –	70–72

Achievement Level	Percentage Mark Range
2 +	67–69
2	63–66
2 –	60–62
1 +	57–59
1	53–56
1 –	50–52

Learning Skills

1. Responsibility
2. Organization
3. Independent Work
4. Collaboration
5. Initiative
6. Self-regulation