



Westside Secondary School

Orangeville, Ontario, Canada



519-938-9355

[Course Outline](#)

www.ugdsb.on.ca/westside

Course: ENG1L

Program Leader: Sarah Le

Teacher(s):

Phone Extension(s):

Email:

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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 10 Locally Developed Compulsory Credit (LDCC) Course. This course is organized into strands that 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 processes involved in talking, listening, reading, viewing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: None

Big Ideas (overall learning outcomes for the course):

1. Effective communication involves speaking and writing in a clear, grammatically correct manner.
2. Reading and writing skills may be improved using strategies.
3. Good communication skills create success in school and the workplace.
4. Abilities can be developed and/or improved through dedication and hard work.
5. Stories contain real-life struggles that teach and/or entertain.
6. People don't always get what they expect.
7. Conflict gives people an opportunity for development.
8. Healthy relationships require effective communication.
9. People can't make their lives better if they don't know what's wrong

Overall Curriculum Expectations:

Starting on page 16 of the pdf, the full curriculum for ENG1L is available at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf>

Instructional Strategies:

Westside teaching staff will use a variety of instructional strategies to help students develop and improve skills in the following areas:

character, citizenship, communication, critical thinking and problem solving, collaboration and teamwork, and creativity and imagination.



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Assessment and Evaluation: (Collecting Evidence of Learning via Observations, conversations, and Products)

Formative assessments are used to improve student learning by providing varied opportunities to demonstrate an understanding of course expectations in preparation for summative evaluations. Summative evaluations test groups of key expectations. Failure to complete a summative evaluation may result in the expectations of the course not being met and the credit not being granted.

More details about Westside's Assessment and Evaluation Policy is available at:

<http://www.ugdsb.ca/westside/wp-content/uploads/sites/74/2016/12/Westside-Assessment.pdf>

The following soft skills will be assessed:

Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation

Late Policy

Students are expected to complete all assigned work and submit it by the teacher's established due date. Every attempt will be made to encourage students to complete all assigned work on time, so their evaluation represents their actual achievement. For late and missed summative assessments, please see the *Westside Students' Contract for Missing Evidence of Learning*.

Achievement Categories:

Student learning is assessed and evaluated with respect to the following four categories of knowledge and skills.

Knowledge and Understanding: 25%

Thinking: 25%

Communication: 25%

Application: 25%

Student Expectations

Every student enrolled in English at Westside is expected to:

- be prepared for class each and every day (bring a writing utensil, books, notes, and paper with you to class)
- actively participate in class discussions
- be on time to class
- complete assigned homework
- learn to problem solve using the techniques you will learn in class

Final Assessments/Examinations

Culminating activities for each unit must be completed by the student in order to achieve the credit. Failure to complete any one of them may result in loss of credit.

There are no extensions or exemptions for final assessments without the approval of an administrator.



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	Term [T] Work (70%)
Unit of Study	Summative Evaluations
Literacy Bootcamp: News Reports; Series or Paragraphs; 6-Line, Open Responses; Graphic Texts; & Various Short Reading Texts	[T1] Test, & [T2] Literary Lab Book (throughout the semester)
Novel Study: Analysis of Various Text Features	[T3] Media Creation
Communication Skills: Listening, Speaking, & Writing	[T4] Research Assignment Infographic
SRA Reading Program: Decoding and/or Comprehension	[T5] Progression through SRA Booklet
	Culminating [C] Work (30%)
Evidence of Learning Portfolio	[C1] Portfolio Entries for Units 1-4
In-Class Portfolio Interview	[C2] Interview Explaining the Student's Overall Level of Achievement, using Specific Examples from his/her/their Evidence of Learning Portfolio.