



WRITING

To improve writing skills, students can:

- 📖 Practise writing at home regularly
- 📖 Use writing guides
- 📖 Brainstorm ideas before writing
- 📖 Talk to someone about their thoughts before they actually begin to write
- 📖 Draft their ideas by writing them in coherent sentences and paragraphs
- 📖 Check to make sure ideas are consistent and that they make sense
- 📖 Read over and edit written work before publishing it
- 📖 Use a print or electronic spell and/or grammar check tool
- 📖 Try to follow the guidelines for the format of major assignments as directed by your teacher.
- 📖 Practise writing online. While keeping in contact with friends and family on the Internet, practise writing in Standard Canadian English.

What your child needs for English

Pens and Pencils

Binder

Dictionary (paper or electronic)

Students are expected to complete homework. Major assignments are given an **absolute deadline**. It is imperative that students adhere to these deadlines. In addition to handing in a hard copy of these assignments, students are also required to submit a copy to our online anti-plagiarism tool, **turnitin.com**. As parents you can check that homework has been completed and submitted online.

Another way to support your child is to encourage them to use the library at school or to have them use the public library. Libraries generally have books they may read for enjoyment and use for homework. In addition, they usually have computers that students may use if they do not have access to one at home.

Students may use computers to word process their homework. In cases where it is mandatory for them to use a computer they will be assigned enough time for those who do not have access to one at home to use the school's or public library's computer.

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Sandalwood Heights Secondary School

Communications Department

The Sandalwood Heights Secondary School English Department is committed to building equitable programs of study that encourage the social and intellectual development of gracious, respectful, ethical and active learners in preparation for democratic citizenship.

English

Teachers:

P. Lloyd-Henry (Department Head)

Mr. A. Saini

Ms. D. Huff

Ms. D. McKay

Ms. J. Bascom

Mr. K. Chaput

Ms. R. Brady

Ms. S. Morello

Roles and Responsibilities

Parents:

Provide support and encouragement

Teachers:

Instruct, assess and evaluate

Provide inclusion, enthusiasm, and differentiation

Students:

Give effort and apply yourself

Language Learning

Effective communication

Making connections

Thinking critically

Language learning and citizenship

Understanding the potency of language

English and Anti-Discrimination

“It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate”
Ontario English Curriculum (33).

Assessment of Learning

Each course is divided into **Units of Study**. Generally, each unit ends with a summative assignment. Summative assignments are major parts of each course and their completion is mandatory for the acquisition of the relevant credit.

In English, students are assessed according to the **Ontario Curriculum Achievement Chart**. Students are measured in levels (1-4) in the following categories:

Knowledge and Understanding

Thinking

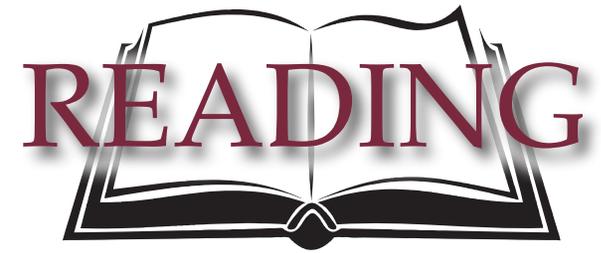
Communication

Application

Students working at **level four** generally:

- ☺ Demonstrate thorough knowledge and understanding of content
- ☺ Use critical and creative thinking skills with a high degree of effectiveness
- ☺ Convey meaning through different forms with a high degree of effectiveness and
- ☺ Use their knowledge and skills to make textual and contextual connections thoroughly

Term Work: 70% of the final grade
Final Evaluation: 30% of the final grade



Reading at home can involve:

- ✓ Listening and/or supervising your child as they read
- ✓ Reading to each other
- ✓ Encouraging your child to read and talking about they have read
- ✓ Share reading materials
- ✓ Make reading a priority

It is helpful to:

- ☞ Talk to your child about their reading preferences
- ☞ Ask your child's opinion of a book
- ☞ Talk to your child about what you have enjoyed reading

Remember:

- ☞ Encourage your child to read daily in a quiet space; one designated for reading. This space should be free from distractions like the television and other forms of media.
- ☞ Praise your child!
- ☞ Explain to them how important it is to read and how much pleasure they can get out of reading
- ☞ If they see you reading, they are more likely to read themselves