St. Peter's Catholic Secondary School English Department
Differences Between ENG1D and ENG1P
- Condensed Chart -

*** courses are similar in units to keep pathways open in case students change levels, but are different in skills, strategies, and focus to accommodate various learning needs and styles

*** note that **ENG1L** (locally developed English) focusses on essential life skills in literacy and may incorporate some of the skills listed below where appropriate (teachers spend the first 2 weeks implementing diagnostic tasks in reading, writing, and oral communication to assess where the students are at and where the course will focus

Criteria	**ENG1D**	**ENG1P**
Unit one	short story and mythology unit (read 6-8 stories) - complete plot graphs with a greatest focus on climax and theme - answer comprehension questions with a focus on story elements, basic and complex literary terms (i.e. foreshadowing and irony) and inferencing - 11 sentence paragraph with multiple transition word usage - Paraphrasing skills	short story and mythology unit (read 4-6 stories) - complete plot graphs - answer comprehension questions with a focus on story elements, basic literary terms (i.e. suspense and conflict), and perspective - 11 sentence paragraph with simple, routine transition word usage - Paraphrasing skills
Unit two	*A Midsummer Night's Dream* (mid-size Shakespearean comedy play) - study elements of drama, iambic pentameter, and poetic devices in various poems	*Heat Lightning* (short one act modern play of mystery and suspense in prose) - study elements of drama, few poetic devices, and free verse poetry
Unit three	*To Kill A Mockingbird* (lengthy novel written in a series of chapters with narration) - plot analyses - black history and anti-discrimination studies - 5 paragraph formal	*Crabbe* (short novel written in a series of journals by a teenager) - plot synopses - survival in the elements' studies - 5 paragraph formal literary essay with

	literary essay with teacher direction - MLA formatting	extended teacher direction and modelling - MLA/APA formatting
Unit four	Media Studies and Critical Literacy (newspaper as medium) - 5 media concepts - 5 W's plus HOW - newspapers and articles will be deconstructed using these concepts - analyze messages, bias, and the absent voice in texts within the course - research and decoding skills	Media Studies and Critical Literacy (newspaper as medium) - 5 media concepts - 5 W's plus HOW - newspapers and articles will be deconstructed using these concepts - analyze messages and conventions (features) in texts within the course - research and decoding skills
CCT (authentic process task - in class over 2-3 days)	worth 15% Story, poem, or newspaper sight passage with comprehension questions (direct, indirect, and meta-cognitive questioning) - write an 11 sentence formal paragraph (comparing the sight text to either the class novel or play thematically)	worth 15% Newspaper sight passage with comprehension questions (direct, indirect, and meta-cognitive questioning) - write an 11 sentence formal paragraph (comparing the sight text to the class novel using plot details)
CCT (final exam - during exam time period)	worth 15% 60-90 minutes in length with multiple sections - matching terms and definitions - true and false and/or multiple choice - quote analysis (state speaker, surrounding events, significance) - sight passage - questions, plot graph - deep analysis short answer	worth 15% 60 minutes in length with multiple sections - matching terms and definitions - true and false and/or multiple choice - sight passage - questions, plot graph - recollection style short answer
Major Differences	- more theoretical - deeper critical thinking and inferencing - focus on theme and	- more practical and hands on - surface level analyses and inferencing

	literary terms integration - less teacher direction and modelling - equal amounts of group work (although, more independent work expected here) - more oral expectations (especially reading aloud and presenting) - individual reading expectations (i.e. chapters in a novel) - sentence structure and editing ability emphasized (i.e. transition words, conjunctions, vocabulary use, punctuation use, quotation marks) - think within and outside the box, and provide detailed examples as evidence for each - make course connections to real life - meta-cognition (ability to assess individual learning goals, strengths, and areas to improve) - infuse Gospel values and equity throughout lessons and activities	- focus on plot and characterization integration - greater teacher direction and modelling - equal amounts of group work - minimal oral expectations (especially pre-recorded oral responses and presenting) - teacher reads more to students (i.e. students read shorter passages) - sentence structure and editing ability emphasized (i.e. capitals, periods, commas, sentence starters, connecting words, quotation marks) - think within the box with examples, and refer to items outside the box - make course connections to real life - meta-cognition (ability to assess individual learning goals, strengths, and areas to improve) with prompts - infuse Gospel values and equity throughout lessons and activities

Sample thesis statements from literary essays:
ENG1D: “Characters in the novel, *To Kill A Mockingbird*, struggle with morality as they transition between discrimination and justice.” (general, yet specific thesis without giving up ideas too early for the reader)

ENG1P: “In the novel, *Crabbe*, Franklin learns to trust people again through his experiences with his parents, Mary, and Dr. Brown.” (very directed 3 point thesis leading the reader into their ideas)

Sample response to newspaper text:
ENG1D: The news article shows the absent voice of the victim, for it emphasizes on the assailant’s point of view. An example of this is when the assailant comments that he feels discriminated against due to his religion, age, and race. This is clear in the following quote: “……” The article connects with the course theme on…...

ENG1P: The news article is explaining how the person being charged feels blamed unfairly. An example of this is when he says, “.....”. The newspaper is trying to give us the details of the incident and the feelings of those involved, and I believe the message is that people should not judge others based on…… The article features…...