



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	English Grade 10 (Academic)	Course Code: ENG 2D1
Course Type:	Academic	Credit Value: 1.0
Teacher(s):	Ms. Bloomfield, Ms. Gayed, Mr. Pizzuti, Ms. Walker	

Course Description:
<p>This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.</p> <p>Prerequisite: ENG1D1 or ENG1P1</p>

Course Overall Expectations:	
Strand	Overall Expectations
Oral Communication	Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
	Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
	Reflecting on Skills and Strategies: reflect on and identify his/her strengths as a listener and a speaker, areas for improvement, and the strategies he/she found most helpful in oral communication situations.
Reading and Literature Studies	Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
	Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
	Reading With Fluency: use knowledge of words and cueing systems to read fluently;
	Reflecting on Skills and Strategies: reflect on and identify his/her strengths as a reader, areas for improvement, and the strategies he/she found most helpful before, during, and after reading.
Writing	Develop and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
	Using Knowledge of Form and Style: draft and revise his/her writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
	Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present his/her work effectively;
	Reflecting on Skills and Strategies: reflect on and identify his/her strengths as a writer, areas for improvement, and the strategies he/she found most helpful at different stages in the writing process.
Media Studies	Understanding Media Texts: demonstrate an understanding of a variety of media texts;
	Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
	Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
	Reflecting on Skills and Strategies: reflect on and identify his/her strengths as a media interpreter and creator, areas for improvement, and the strategies he/she found most helpful in understanding and creating media texts.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning)

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
Novel studies – two of <i>Animal Farm</i> , <i>Fried Green Tomatoes at the Whistlestop Café</i> , <i>The Curious Incident of the Dog in the Night-time</i>	Evaluations are varied and may include response writing, quizzes, tests, projects, seminars, oral presentations, essays and performances. Teachers will identify one major evaluation or set of evaluations per unit. Process work needs to be done in a timely way to be of value to the student and evaluated by the instructor.
Shakespearean play- <i>Romeo and Juliet</i> and/or <i>Twelfth Night</i>	
Poetry, short fiction, short non-fiction	
Media study - may be integrated with other units	

Assessment and Evaluation Categories and Weights:

Evaluation of Term Work (Totals 70%)	
Strand	%
Oral Communication	70
Reading and Literature	
Writing	
Media Studies	

Evaluation/Weight of Marks		
Evaluation	Percentage	
Term	Term work	70
Summative	Exam	10
	In-Class Writing	15
	Monologue	5

Note that the Achievement chart for English identifies four areas of knowledge and skills: Knowledge and Understanding, Thinking, Communication, Application. These categories are used in a balanced fashion to develop quality assessment tasks and tools, plan instruction for learning, and provide meaningful feedback to students. (*English Curriculum 2007; Growing Success*)

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

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

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*