

**ST. EDMUND CAMPION CATHOLIC SECONDARY SCHOOL
ENGLISH/ELL DEPARTMENT**



COURSE NAME: Grade 10 English
COURSE CODE: ENG 2P1
LEVEL: Applied
PREREQUISITE: ENG 1P1 or ENG 1D1

COURSE DESCRIPTION

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language. Students will practice reading and writing materials in preparation to write the Ontario Secondary School Literacy Test (OSSLT). The course is intended to prepare students for the Grade 11 College English course.

HOW THIS COURSE SUPPORTS THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The primary goal of Catholic education is to graduate young men and women who are discerning believers in the saving story of Christ. They are challenged to become responsible citizens, based on the centrality of a tradition of Church social teaching which balances the sacred dignity and value of the human person with a striving for the common good. Catholic Education's purpose is to gradually develop the required academic skills and expectations within the context of the skills, values, attitudes, and beliefs of our Church. The goal of Catholic education is to graduate young women and men who are discerning believers, effective communicators, reflective, creative, holistic thinkers, self-directed life-long learners, collaborative contributors and responsible citizens. Language is the basis for thinking, communication, and learning. It is also a fundamental element of identity and culture. The English curriculum provides many opportunities for students to build a foundation for many of the Catholic Graduate expectations.

COURSE CONTENT

Units to be covered in random order based on availability of resources. Media Studies will be thematically linked and integrated throughout all units.

	Unit Title	Approx. Hrs.
Unit 1	Short Fiction (Short Stories and Poetry) and Non Fiction (Articles, Informational and Graphic Text) from <i>Nelson Literacy 10A</i> , <i>Scope Magazine</i> , and a variety of resources	15-20
Unit 2	Novel Study: <i>The First Stone</i>	20
Unit 3	Graphic Novel: <i>Moby Dick</i> or <i>Green Lantern</i>	10-15
Unit 4	Shakespearean Drama: <i>Othello</i> (time permitting after Graphic Novel is completed)	20
Unit 5	Writing and Grammar, and Preparing for the OSSLT: Focus on improving Grammar and Language Usage, and Writing Skills using various resources and learning OSSLT Literacy Tasks by embedding tasks into all units <i>Literacy Power H</i> should also be integrated throughout the course	Ongoing 30
	Reading Program: Using <i>Scope Magazine</i> on a bi-monthly basis to improve comprehension, fluency, vocabulary, etc.	Ongoing
	Culminating Task: OSSLT activities will centre on one of the core texts	5
	Final Examination: Reading Informational Text and Series of Paragraphs Essay	1.5

Resources

Texts are property of St. Edmund Campion Secondary School and the Board of Education. **All resources assigned to students are the responsibility of the student.** Students are expected to return texts to their teachers in the condition which they were received. Damaged and/or lost texts must be replaced through payment in cash to the teacher, or by debit/credit card in the main office. **Payment must be received before additional resources are given to the student.**

Signed: _____

Date: _____

ASSESSMENT AND EVALUATION

An effective program in English will include a balance of assessment *for* learning and assessment *of* learning tasks.

Evaluation Structure:

Knowledge/Understanding	25%
Thinking	25%
Communication	25%
Application	25%

Student marks will be determined by evaluating process & product in a balanced manner with respect to the four categories.

Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.

Ongoing Assessment and Evaluation

Culminating Activity (15%) and Final Exam (15%)

A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

70%

30%

EVALUATION POLICY

Students will be assessed and evaluated using a variety of methods to measure process work, final products, skills displayed, critical literacy, and metacognition. Tests, quizzes, assignments, presentations, cooperative learning activities and other methods of evaluation will be used at the teacher's discretion. Students who do not submit assignments or do not participate in activities may not provide sufficient data for assessment and evaluation of Ministry Expectations and therefore, will not gain their credit. **Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.**

CATEGORY	BELOW 50%	LEVEL 1: 50-59%	LEVEL 2: 60-69%	LEVEL 3: 70-79%	LEVEL 4: 80-100%
<p>KNOWLEDGE/UNDERSTANDING</p> <ul style="list-style-type: none"> KNOWLEDGE OF CONTENT (TEXT FORMS, LITERARY TERMINOLOGY, ELEMENTS OF STYLE, THEORIES) UNDERSTANDING OF CONTENT (CONCEPTS, IDEAS, FACTS, THEMES) AND ITS SIGNIFICANCE 	<p>INSUFFICIENT ACHIEVEMENT OF CURRICULUM EXPECTATIONS.</p>	<p>A PASSABLE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW THE PROVINCIAL STANDARD.</p>	<p>A MODERATE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW, BUT APPROACHING THE PROVINCIAL STANDARD.</p>	<p>A HIGH LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS AT THE PROVINCIAL STANDARD.</p>	<p>A VERY HIGH TO OUTSTANDING LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS ABOVE THE PROVINCIAL STANDARD.</p>
<p>THINKING</p> <ul style="list-style-type: none"> THE USE OF CRITICAL AND CREATIVE SKILLS, PLANNING SKILLS, AND PROCESSING SKILLS INTERPRETATION, ANALYSIS, PROBLEM SOLVING, CREATIVITY, CRITICAL LITERACY, RESEARCH, ORGANIZATION, AND INFERENCE 					
<p>COMMUNICATION</p> <ul style="list-style-type: none"> COMMUNICATING INFORMATION ORALLY AND IN WRITING THROUGH VARIOUS FORMS ORGANIZATION, USE OF APPROPRIATE CHOICE OF LANGUAGE AND STYLE FOR AUDIENCE AND PURPOSE GRAMMAR, LANGUAGE USAGE, SPELLING, PUNCTUATION 					
<p>APPLICATION</p> <ul style="list-style-type: none"> MAKING CONNECTIONS WITHIN AND BETWEEN CONTEXTS (TO SELF, TO SCHOOL, TO WORLD, TO OTHER TEXTS) APPLYING KNOWLEDGE AND SKILLS IN FAMILIAR AND NEW CONTEXTS WRITING AND REWRITING (USE OF PROCESS) APPLYING THEORIES, CONCEPTS AND TERMS 					

CURRICULUM EXPECTATIONS AND STRANDS IN THE ENGLISH CURRICULUM

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate. The expectations in the compulsory courses of the English curriculum are organized in four broad areas of learning: **Oral Communication, Reading and Literature Studies, Writing, and Media Studies**. Taken together, the Overall and Specific Expectations represent the mandated curriculum.

Oral Communication-is a fundamental means of communication with others and the cornerstone of learning in all areas

OVERALL EXPECTATIONS

- 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 their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading and Literature Studies-requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized

OVERALL EXPECTATIONS

- Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, 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 their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing-provides students with opportunities to communicate competently using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language – grammar, usage, spelling, and punctuation.

OVERALL EXPECTATIONS

- Developing 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 their writing, using a variety of literary, informational, 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 their work effectively;
- Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

Media Studies-focuses on the construction of meaning through the combination of several media “languages” – images, sounds, graphics, and words in songs video games, advertising, tv shows, magazines, news articles.

OVERALL EXPECTATIONS

- 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;

4.Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.