



# Cardinal Leger Secondary School

## English Department



**Course Name:** English

**Course Code:** ENG2L

**Ministry Guidelines:** The Ontario Curriculum Grades 9 and 10 English 2007 and Course Profile Locally Developed Grade 9 and 10

**Level:** Grade 10 Locally Developed

**Course Overview:** In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course.

The course is organized into strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. The grade 9 and 10 Locally Developed English course aims to enhance the confidence of the adolescent in the Catholic School setting through the further development of skills inherent in literacy and critical thinking. In particular, the Locally Developed English course works toward preparing students for the Grade 11 course and reinforces the skills essential for completion of the provincial Test of Reading and Writing. The Locally Developed Grade 10 English course provides ongoing remediation and support for students while reinforcing the development of self-confidence and skills of independent learning.

**Prerequisite:** A Grade 9 English credit.

### **Curriculum Strands and Overall Expectations:**

#### **Extending Listening and Talking Skills**

**ELTV.01** • apply active listening strategies to gather information and ideas as they contribute to small-group and class discussions;

**ELTV.02** • use talk to extend critical and creative thinking skills in small- and large-group interactions;

**ELTV.03** • contribute ideas and engage in thoughtful conversation in classroom activities;

**ELTV.04** • assess their growth as oral communicators and set goals for extending their talking and listening skills.

#### **Extending Reading and Viewing Skills**

**ERVV.01** • apply reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life, with an emphasis on increasing independence;

**ERVV.02** • read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;

**ERVV.03** • assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.

#### **Extending Writing Skills**

**EWSV.01** • apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;

**EWSV.02** • convey information and ideas with clarity and coherence in a variety of short print and non-print forms;

**EWSV.03** • assess their growth as writers and set goals for extending their writing skills.



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### Evaluation

Evaluation based on four categories: Knowledge Thinking, Communication, Application

<b>Term Work</b>	<b>70%</b>
Long writing tasks	25%
Short writing tasks	25%
Tests & Quizzes	20%
Media & Oral evaluations, including presentations	30%
<b>Final Assessment</b>	<b>30%</b>
Formal Examination	50%
Culminating Task: Novel, graphic novel or OSSLT-related writing	50%
<b>Course Total</b>	<b>100%</b>

### Missed/Late/Incomplete Assignments

It is the student's responsibility to address missed, late, or incomplete assignments. A doctor's note is required for missed tests. Students are expected to complete assignments and to adhere to assignment deadlines as per school policy, as follows:

Due Date	10% Penalty Zone	Closure Date
A due date is set by the teacher.	1 school day late – 3% 2 school days late – 6% 3 school days late – 10% Maximum penalty of 10%	Once the closure date has passed, work is considered incomplete and a <b>mark of zero</b> applies.

### Units of Study

- Preparation for the OSSLT test
- Critical Media Literacy
- Language Units from *Elements of English 10, OCA: Ontario Comprehension Assessment*
- Novel Study: *Acceleration* by Graham McNamee, graphic novels

Parables and People's Stories: Tell it like it is  
 Driver's Education: Life is a Highway  
 Advertising: Truth or Illusion?  
 Working Together: The Working Life  
 Interdependent Learning: The Human Web

### Learning Skills and Work Habits

E= Excellent G=Good S=Satisfactory N= Needs Improvement

Responsibility	<ul style="list-style-type: none"> <li>• Fulfills responsibility and commitments.</li> <li>• Takes responsibility for and manages own behavior.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing tasks.</li> <li>• Establishes priorities and manages time</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time to complete tasks.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group.</li> <li>• Builds healthy peer-to-peer relationships.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities.</li> <li>• Approaches new tasks with a positive attitude.</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>• Sets own goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> </ul>

Parent Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_