

# Cardinal Leger Secondary School

## English Department



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**Course Name:** English  
**Course Code:** ENG2P  
**Ministry Guidelines:** The Ontario Curriculum Grades 9 and 10 English 2007  
**Level:** Grade 10 Applied

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**Course Overview:** This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.  
Prerequisite: English, Grade 9, Academic or Applied

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

#### **READING AND LITERATURE STUDIES**

**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**

**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.

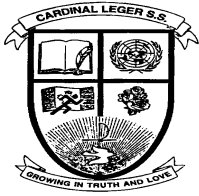
#### **MEDIA STUDIES**

**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 their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.



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### Learning Skills and Work Habits

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

### Evaluation

<b>Term Work</b>	<b>70%</b>
Knowledge and Understanding	25%
Thinking	25%
Communication	25%
Application	25%
<b>Final Assessment</b>	<b>30%</b>
Formal Examination	15%
Culminating Task Students will read an Accelerated Reader novel of their choice	15%
<b>Course Total</b>	<b>100%</b>

### Missed/Late/Incomplete Assignments

It is the student's responsibility to address missed, late, or incomplete assignments. Students are expected to complete assignments and to adhere to assignment deadlines 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

Language Units from *Language & Writing 10*

Units 1,2,3,4,5

Short Literature from *Elements of English 10*

Novel Study: A choice of

*Flowers for Algernon* by Keyes

*First Stone* by Don Aker

*SkyBreaker* by Kenneth Oppel

*Becoming Naomi* by Pam Munoz Ryan

*Animal Farm* by George Orwell

Play Study: *Monster* by Walter Dean Myers

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: \_\_\_\_\_