



Grade 10 English Locally Developed

ENG 2L

Credit Value: 1.00

Course Details:

Department: Special Education English

Curriculum Leader: R. Taylor

Instructor: C. Fenton

Revised: June 2015

Based upon "Locally Developed Compulsory Credit Courses Grades 9 and 10 English 2005"

****Content and timelines may be adjusted as per teacher discretion****

Course Description/Rationale/Overview:

This course emphasizes key skills in reading, writing, oral communication, and thinking that these students need for continuing success in their secondary school subjects, and to communicate with others in their lives outside of school. This course gives students a solid literacy skills foundation to enter Grade 9 Applied English. Students will produce clear, complete writing in a variety of narrative and non-narrative forms for real-life purposes (including world of work), using appropriate and correct language. In particular, the course encourages students to develop and reflect upon the strategies that will improve their literacy competence and confidence.

Class Requirements:

Textbook:

Inside Track 2

Inside Track 2 Student Practice Set

Crossroads 10

On Cue

Writing Power 1

Reading and Writing for Success

Literacy Power G & H

Killing Mr. Griffin

Additional informational texts, media pieces, and literary works may be selected by the teacher.

Course /Department Policies:

All students are subject to the school guidelines for dealing with late assignments, missed tests and academic honesty. All of these policies are clearly outlined in the Student Agenda Book and on Birchmount Park's website:

<http://schools.tdsb.on.ca/birchmount>

Final Evaluation (30% of final mark)

The final evaluation is divided into three tasks, which are completed during the week prior to the schools formal exam schedule. The tasks include:

- In class - Reading Comprehension (10%)
- In class - Individual Oral Presentation (10%)
- In class - Essay/Written Assignment (10%)

All students must take part in the culminating activities for each course at every grade level and level of study.

Learning Skills:

Students will be assessed using the codes N= needs improvement, S=satisfactory, G=good, E=excellent.

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

Remediation:

All teachers are available for extra help and consultation with students and parents. Each semester, teacher will announce and post information regarding times and locations of extra help sessions. Parents are welcome to call (416) 396-6704 (ext. 20257) to set up and mutually convenient time to meet or talk with their child's teacher.

Final Mark:

Term Work: 70%

Final Summative Evaluation 30%



Term Evaluation (70 % of Final Mark)

The term grade is a cumulative mark of work completed throughout the semester covering the strands of Literature Studies and Reading, Writing, Language, and Media Studies.

Achievement Categories and Weighting

Literature Studies and Reading 30%

By the end of this course, students will:

- select, read, and demonstrate an understanding of a variety of relevant literary and informational texts to locate and explain information, ideas and issues.
- respond to texts they have read, comparing their own ideas, values and opinions to demonstrate understanding of key literary and informational text forms, including novels, poems, magazine feature articles, and editorials.
- identify and explain the effect of key elements of style in a variety of literary and informational texts. select, read, and demonstrate an understanding of a variety of literary and informational texts which are both personally meaningful and relevant to their courses of study;

Writing 30%

By the end of this course, students will:

- use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes.
- identify, select, and use the literary and informational forms that support the writer's purpose and audience.
- use a variety of organizational structures and patterns to produce writing.
- revise written work collaboratively and independently, with a focus on clarity, completeness, and accuracy of information.
- use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as appropriate.

Oral Communication and Language 20%

By the end of this course, students will:

- use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations.
- use listening techniques and oral communication skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation.

Media 20%

By the end of this course, students will:

- describe and analyse the media forms, intended audiences, and production practices of key media works
- apply understanding of the relationships between the form, purpose, audience, and production to collaboratively create media works.

It is important to demonstrate achievement all the overall expectation of the course. Missed and or incomplete assignments that cover curriculum expectations will have an impact on the final grade.



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Course Outline: Units of Study, Assessment Strategies, and Suggested Timelines:

Unit One: Literacy Skills (20 Periods)

In this unit, students will review reading and writing skills with a focus on reading to understand, making inferences from texts and making thoughtful connections to other texts, themselves and the world. In addition, students will work on improving their writing using the editing process effectively.

Unit Two: Short Stories (20 Periods)

Students will develop their understanding of the elements and techniques used in short stories, such as plot, setting, character, rising action, climax, denouement, theme, mood, and point of view. Students will also develop their reading skills through a range of short articles and essays. The focus will be on identifying and understanding the author's purpose and audience. In the process, students will begin to see how connecting what they read with their own experience can make them a better reader.

Unit Three: Drama Study (15 Periods)

Students will read aloud, in class, a short play. Students will learn a variety of terms and techniques associated with the theatre, such as dialogue and theatrical conventions.

Unit Four: Novel Study (20 Periods)

Students will focus on the development of character, theme and plot. Students will complete vocabulary and comprehension exercises on each chapter, engage in classroom discussion and when the novel is completed prepare a polished newspaper report.

Assessment Strategies:

Comprehension Questions
Vocabulary Exercises
Summaries
Pre reading activities
Newspaper Report
Reading Comprehension Tests and Quizzes

Extension Activities
Letters
Written Tests
Oral Presentations
Group Presentations