

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 10 English: Academic - ENG 2D1

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: English
- Curriculum Leader: Lisa Rodopoulos
- Course title: English, Grade 10, Academic (ENG 2D1). Credit Value 1.0
- Prerequisite: Grade 9 Academic English
- Textbook(s) and resource materials that are essential to the course:
 - Language and Writing 10 by Don Aker et al. (ed)
 - Romeo and Juliet by William Shakespeare
 - The Kite Runner by Khaled Hosseini

2. Overall Goals

- Course Description:

This course extends the range of analytic reading, writing, oral communication and thinking skills that students need for success in secondary school programs. Students will study and interpret challenging texts and opinion pieces and will analyse and create effective media works. For English the strands of study are: Writing, Reading, Oral Communication and Media Studies.
- Overall Expectations in the areas of study. By the end of the course, students will:
 1. Read and demonstrate an understanding of a range of literary and informational texts from contemporary and historical periods;
 2. Demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on novels, poems, plays and opinion pieces;
 3. Identify and explain the effect of specific elements of style in a range of literary and informational texts.
 4. Analyse a range of media forms to identify their elements, audiences and production practices and draw conclusions about how these factors shape media works.
- Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at [The Ontario Curriculum, Grades 9 and 10](#).
- **Course content:** *unit titles in the sequence in which the material will be studied and a suggested time frame in hours as best as known at the time of printing.*
 - Unit 1: Short Stories – diagnostic reading activities; reading test newspaper article; non-fiction research (1-2 weeks)
 - Unit 2: Mythology – the Hero Pattern; paragraph and summary writing; reading analysis-unit test; Film Study: applying the pattern of the hero; film analysis; round table discussion; comparison essay (3 weeks)
 - Unit 3: Novel Study: The Kite Runner – Research and panel discussions, round table discussions, group found poetry; reading quiz (3-4 weeks)
 - Unit 4: I.S.P. – Biography/Autobiography – summary, written dramatic monologue (2 weeks, ongoing)

Unit 5: Romeo and Juliet – scene questions; mid-play reading test; dramatic performances; film comparison (3 weeks)

Ongoing: OSSLT Preparation – Reading (Short Answer, Multiple Choice, Annotations) and Writing (Paragraph, Summary, News Article, Essay) Activities; work related to vocabulary and grammar

In-class Culminating Final Evaluation: **Written in class comparison essay** on two core works - 2 periods (15%) and “The Day of the Distinguished” (Performance based on ISP + Reading/Reflection Activity) – 6-7 periods (15%)

3. Program Planning Considerations

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education:* Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision-making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations..

- *Independent Study* refers to the range of instructional methods, which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement:

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used:

Writing: Structuring ideas in a coherent paragraph

News article

Research report + Use of Proper MLA Referencing

Summaries

Constructing an argument and comparing two works in essay form

Writing of Dramatic Monologue

Reading: Learning to analyze and not just summarize

Learning and using reading strategies including annotations

Identifying and explaining how theme and character are developed through the use of relevant examples and quotations; identifying and explaining how a thesis is developed through the use of relevant examples and quotations

Explaining how literary devices are used – linking literary devices and overall theme

Reading several different forms of literature (short stories, poems, play, novel, non-fiction essays and articles)

Oral Communication:

Constructing proper sentences (review of fragments, comma splices, run-ons, colon, transitional phrases)

Learning new and relevant vocabulary

Using quotations correctly (integrating short quotations into sentences, proper citation, works cited page)

Presenting / speaking to the class

Active listening – round table and panel discussions

Media: Film studies

Film comparisons

News articles

Newspaper, film reviews

8. Strands of study

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels. At Forest Hill Collegiate Institute, the following strands of study form the basis of reporting:

In this course, the following four strands will form the basis of reporting, according to the weightings shown:

Writing	Reading	Oral Communication	Media
30%	30%	20%	20%

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities are included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

Approximate Date	Type of Culminating Activity	Percentage of Final Grade
January 10 + 13, 2020 (Sem. I)	In-class essay – Comparison of	15%
June 4 + 5, 2020 (Sem. II)	<u>Romeo and Juliet</u> and <u>The Kite Runner</u> (2 periods)	
January 14 – 20, 2020 (Sem. I)	“The Day of the Distinguished” -	15%
June 8 – 15, 2020 (Sem. II)	Performance based on ISP Study + Reading/Reflection Activity (6-7 periods)	

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The grade for the final report card will be the sum of the 70% Course Term mark and the 30% Final Culminating activities mark.

13. Teacher-Specific Information

- Teachers are available for extra help upon request
- Parents can contact teachers in the English department through the main office at (416) 393-1860 ext. 20090

ENG 2D1 COURSE EVALUATION PLAN

30% In-Class Culminating Final Activities (Final Evaluation)

Task	Achievement Chart Focus	Overall Expectations
In-class culminating written comparison essay based on core works (15%) → 2 class periods	Writing	W. 1, 2, 3, 4
“The Day of the Distinguished” Performance + Reading/Reflection Activity (15%) → 5-6 class periods	Oral	O. 1, 2, 3
	Reading	R. 1, 2, 3, 4

70% Course Work

Ongoing: OSSLT Preparation – Reading and Writing Activities

Unit 1: Short Stories - Mysteries

Task	Achievement Chart Focus	Overall Expectations
Diagnostic reading and writing activities	Writing Reading	W. 1, 2, 3 R. 1, 2
Newspaper article	Media Writing	M. 1, 3 W. 1, 2, 3
Reading Activity (CHIRPS Annotations)	Reading	R. 1, 2, 3
Research report and presentation (Non-fiction)	Writing Oral Communication	W. 1, 2, 3 O. 1, 2, 3

Unit 2: Mythology → The Hero Pattern

Task	Achievement Chart Focus	Overall Expectations
Reading analysis Quiz	Reading	R. 1, 2, 4
Film Study Analysis - Round Table Discussion (Assessment + Evaluation)	Media	M. 1, 2, 4
	Oral Communication	O. 1, 2, 3
In-class Comparison Essay	Writing	W. 1, 2, 3, 4

Unit 3: Novel Study (The Kite Runner)

Task	Achievement Chart Focus	Overall Expectations
Context for Novel (non-fiction) - Inquiry based learning and Digital Exploration	Oral	O. 1, 2
	Media	M. 1, 3, 4
Reading Test (CHIRPS)	Reading	R. 1, 2, 4
Round Table	Reading - Oral Communication	R. 1, 2, 3, 4 O. 1, 2, 3

Unit 4: ISP → Non-Fiction (Auto) Biography → Leads to “The Day of the Distinguished”

Task	Achievement Chart Focus	Overall Expectations
Written Dramatic Monologue	Writing	W. 1, 2, 3, 4

Unit 5: Shakespeare (Romeo and Juliet)

Task	Achievement Chart Focus	Overall Expectations
Mid-Play Reading Quiz	Reading	R. 1, 2, 3
Performance Log (<i>Assessment</i>)	Oral Communication Reading	O. 1, 2, 3 R. 1, 2, 3

Ongoing: OSSLT Preparation – Reading (Short Answer, Multiple Choice, Annotations) and Writing (Paragraph, Summary, News Article, Essay) Activities

GLOSSARY OF CURRICULUM EXPECTATIONS**A) Oral Communication**

- O. 1→Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- O. 2→Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- O. 3→ 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.

B) Reading and Literature Studies

- R. 1→ 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.
- R. 2→ Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
- R. 3→ Reading With Fluency: use knowledge of words and cueing systems to read fluently.
- R. 4→ 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.

C) Writing

- W. 1→ Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.
- W. 2→ 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.
- W. 3→ 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.
- W. 4→ 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.

D) Media Studies

- M. 1→ Understanding Media Texts: demonstrate an understanding of a variety of media texts.
- M. 2→ 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;
- M. 3→ Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- M. 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.

ENG 2D1 COURSE EVALUATION PLAN - TEACHER'S COPY

30% In-Class Culminating Final Activities (Final Evaluation)

Task	Achievement Chart Focus	Weighting	Overall Expectations
In-class culminating written comparison essay based on core works (15%) → 2 class periods	Writing	15%	W. 1, 2, 3, 4
“The Day of the Distinguished” Performance + Reading/Reflection Activity (15%) → 5-6 class periods	Oral Media Reading	15%	O. 1, 2, 3 M. 3 R. 1, 2, 3, 4

70% Course Work

Unit 1: Short Stories - Mysteries

Task	Achievement Chart Focus	Weighting	Overall Expectations
Diagnostic reading and writing activities	Writing Reading	Diagnostic	W. 1, 2, 3 R. 1, 2
Newspaper article	Media Writing	5% 3%	M. 1, 3 W. 1, 2, 3
Reading Activity (Short Answer + Annotations)	Reading	4%	R. 1, 2, 3
Research report and presentation (Non-fiction)	Writing Oral Communication	3% 2%	W. 1, 2, 3 O. 1, 2, 3

Unit 2: Mythology → The Hero Pattern

Task	Achievement Chart Focus	Weighting	Overall Expectations
Reading analysis Quiz	Reading	4%	R. 1, 2, 4
Film Study Analysis: - Round Table Discussions (Assessment + Evaluation)	Media Oral Communication	3% 4%	M. 1, 2, 4 O. 1, 2, 3
In-class Comparison Essay	Writing	8%	W. 1, 2, 3, 4

Unit 3: Novel Study (The Kite Runner)

Task	Achievement Chart Focus	Weighting	Overall Expectations
Context for Novel (non-fiction) - Inquiry based learning and Digital Exploration	Oral + Reading Media	Assessment 6%	O. 1, 2 + R. 1, 2 M. 1, 3, 4
Reading Test (CHIRPS)	Reading	6%	R. 1, 2, 4
Round Table Discussion	Reading Oral Communication	Assessment 8%	R. 1, 2, 3, 4 O. 1, 2, 3

Unit 4: ISP → Non-Fiction (Auto) Biography → Leads to “The Day of the Distinguished”

Task	Achievement Chart Focus	Weighting	Overall Expectations
Written Dramatic Monologue	Writing	7%	W. 1, 2, 3, 4

Unit 5: Shakespeare (Romeo and Juliet)

Task	Achievement Chart Focus	Weighting	Overall Expectations
Mid-Play Reading Test	Reading	7%	R. 1, 2, 3
Performance Log (Assessment)	Oral Communication Reading	Assessment	O. 1, 2, 3 R. 1, 2, 3

Ongoing: OSSLT Preparation – Reading (Short Answer, Multiple Choice, Annotations) and Writing (Paragraph, Summary, News Article, Essay) Activities

GLOSSARY OF CURRICULUM EXPECTATIONS**A) Oral Communication**

- O. 1→Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- O. 2→Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- O. 3→ 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.

B) Reading and Literature Studies

- R. 1→ 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.
- R. 2→ Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
- R. 3→ Reading With Fluency: use knowledge of words and cueing systems to read fluently.
- R. 4→ 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.

C) Writing

- W. 1→ Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.
- W. 2→ 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.
- W. 3→ 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.
- W. 4→ 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.

D) Media Studies

- M. 1→ Understanding Media Texts: demonstrate an understanding of a variety of media texts.
- M. 2→ 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;
- M. 3→ Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- M. 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.