

<b>Course Title</b>	English, Grade 10 Academic
<b>Credit Value</b>	1.0
<b>Date of Revision</b>	January 2022
<b>Teacher Developer</b>	Ms. Rodopoulos, Mr. MacDonald
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### COURSE DESCRIPTION

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

### COURSE OVERVIEW

Unit of Study	Dates	Evaluations (With Strands)
Preparation for OSSLT (Diagnostic)	<i>Ongoing from February 3 – March 14</i>	<b>OSSLT</b> Components will be reviewed including: - Writing: News Report, Opinion Paragraph, Summary, Opinion Essay - Reading: Short Answer, Multiple Choice, IGTs and Inferencing
Literacy and Research (Fiction and Non-Fiction)	February 4 – February 17	- News Report → Headline Assignment (Writing) - Unsolved Mystery → Media Project (Oral + Media) + Summary and Opinion Piece (Reading/Writing)
The Hero Pattern (Short Stories and Film)	February 22 – March 11	- Round Table/Panel/Flipgrid Discussions (Oral) - Film Comparison Essay (Writing)
Play Study	April	- Round Table/Panel Discussions (Reading + Oral) - Creative Written Monologue (Writing)
Novel Study ( <i>The Kite Runner</i> )	April/May	- Reading Annotations –CHIRPS (Reading) - Round Table/Panel/Flipgrid Discussions (Oral) - Inquiry Based Learning + Digital Exploration Project (Media)
<b>Culminating Activity</b> (ISU: Day of the Distinguished)	<b>May 20 – June 21</b>	- Written Monologue + Reading/Reflection Activity (R + W) → 10% - Media Project (M + O) → 10%

**\*PLEASE NOTE: The above is meant to be a guideline only. Content, dates, and topics may change according to student need and as circumstances require over the course of the semester.**

## ASSESSMENT AND EVALUATION

- The primary purpose of assessment and evaluation is to improve student learning.
- Assessment is when teachers examine student contributions to class activities and discussions, process work for assignments and projects, and other course performances that accurately reflect how well a student is achieving curriculum expectations in a course. The teacher uses this information to give students feedback they can use while completing tasks that will be evaluated.
- Evaluation refers to the process of assigning a mark to represent how the student's work demonstrates their achievement of established criteria.
- The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating students' achievement. Students are evaluated according to major categories, or strands, in each course. Ministry curriculum documents provide detailed description of student achievement levels. Achievement categories (KICA) are reflected in every Evaluation Rubric; each Evaluation itself is reported according to the Strand(s) of Study in the English Curriculum Guidelines it demonstrates.
- In order to help you achieve success in this course, your teacher will use a variety of teaching, assessment, and evaluation strategies throughout the course to maximize your opportunities for learning.

The following strands of study form the basis of reporting. This chart describes how you will be evaluated in this course:

Term / Culminating	Strand	Weight
<b>Term Work</b> 80% of your overall grade in this course	Reading	24%
	Writing	24%
	Oral Communication	16%
	Media	16%
<b>Culminating Activity</b> 20% of your overall grade in this course	Culminating Activity (You will use the skills that you have developed throughout the course to complete a final culminating activity.)	20%

## LEARNING SKILLS

- These are the skills and habits that are essential to success in school and in the workplace. The learning skills that will be evaluated in this course are:
  - Responsibility
  - Organization
  - Collaboration
  - Independent Work
  - Self Regulation
- Teachers report achievement on the five Learning Skills using letter symbols:
  - E = Excellent
  - S = Satisfactory
  - G = Good
  - N = Needs Improvement
- Learning Skills affect levels of achievement, but are not included in the determination of the final grade for this course. An assessment of a student's Learning Skills in this course will appear as a separate section of each Report Card.

## ACADEMIC HONESTY

- Students are expected to submit only their own original work on evaluations done both in and out of class.
- Plagiarism is the misrepresentation of ideas and/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 by the teacher and communication with the student, their Vice-Principal, and their parent/guardian.
- The student will receive a mark of zero for the plagiarized work.
- Whether the student has an opportunity to demonstrate their learning in another assignment will be at the discretion of the teacher and/or school administration.
- This applies to all student submissions and contributions, written, oral, and visual.

## PROGRAM EXPECTATIONS AND PLANNING CONSIDERATIONS

- Attendance and Participation → Students are expected to attend all classes in person. If you are scheduled as a virtual student, you may access our class simultaneously via Google Classroom / Zoom.
- Students are also expected to complete all assignments on time. Should you need to miss a class, or require an extension for an assignment, please communicate with your teacher as soon as possible so that you do not fall behind.
- Individual Education Plan → Accommodations to meet the needs of exceptional students as set out in their IEP will be implemented within the classroom.
- Technology in the Curriculum → Students are expected to access our Google Classroom on a daily basis. This tool will be used to supplement our in class instruction, post course materials, and make announcements. In addition, all student work will be collected through our Google Classroom.
  - *In the event that in-school learning is suspended temporarily due to the COVID-19 pandemic, all classes and course communications will be conducted via our Google Classroom. Students must check their TDSB email and TDSB Connects App multiple times daily for important course, school, and board updates as the semester progresses.*
- English as a Second Language → Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help English Language Learners gain proficiency in English.

## CURRICULUM EXPECTATIONS

- Overall and specific expectations for this course can be found beginning on page 70 of the [Ministry Curriculum Document](#).