

Grade 10 Academic English

COURSE CODE	ENG2D1	GRADE	10
TEACHER(S)		CREDIT VALUE	1
DEPARTMENT	English	PREREQUISITE	ENG1D

COURSE DESCRIPTION:	<p>This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.</p> <p>Additional information can be found at: http://edu.gov.on.ca/eng/curriculum/secondary/english1112curr.pdf</p>
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COMMUNICATION
Please direct all questions or concerns regarding student progress or program of study to the classroom teacher.
Teacher email:

POSSIBLE TEXTS (with replacement cost)	DIGITAL LEARNING RESOURCES
<i>Sightlines 10</i> (\$75)	My School Day App: an app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.
Various Novels (<i>Frying Plantain, A Very Large Expanse of the Sea, Brother, Curious Incident, Indian Horse</i>)	Internet Resources (eg. Piktochart, Audacity, padlet, etc.)
William Shakespeare, <i>Romeo and Juliet</i> (\$12)	Google Classroom
	Various Films & Documentaries

GEORGE S. HENRY ACADEMY'S COURSEWORK POLICY
For each evaluation, the teacher will inform students of the due date and the ultimate deadline . The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for addressing late and/or missed assignments at their discretion.
<p>Strategies to assist students in meeting deadlines include:</p> <ul style="list-style-type: none"> • Peer tutoring • Using the school app • Using a personal agenda • Seeking extra help from teachers • Requesting for assistance with time management and organizational skills • Getting help from parents/guardians • Getting help from a caring adult in the school

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

The expectations in the compulsory courses of the English curriculum are organized in **four strands**, or broad areas of learning: **Oral Communication, Reading and Literature Studies, Writing, and Media Studies**. The program in all grades is designed to develop a range of essential skills in these four interrelated areas, built on a solid foundation of knowledge of the conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills.

EVALUATION CHART

Strands	Percentage (of the 70% course work)
Reading	30
Writing	30
Oral Communication	20
Media	20

UNITS OF STUDY (course work: 70% of your overall grade)

<p>Unit 1: Short stories Description: This course begins with an examination of reading strategies, annotation, literary theory and vocabulary, and exploration of themes. Students are expected to demonstrate their understanding through a series of evaluation tasks.</p>	<p>Evaluation</p> <ul style="list-style-type: none"> • Comprehension questions • Paragraph writing • Annotation & Analysis Assignment • Media project
<p>Unit 2: Media Studies Description: We will focus specifically on how different media forms construct meaning. Students are expected to be able to analyze different media forms, formulate opinions on texts and discuss issues</p>	<p>Evaluation</p> <ul style="list-style-type: none"> • Paragraph writing • Personal essay assignment • Media Analysis • JET style analysis
<p>Unit 3: Independent Novel Study (on-going) Description: Students will expand upon their understanding of narrative fiction as well as explore different points of views and connect them to relevant societal issues. There will be an essay on the novel and other evaluation activities to demonstrate their understanding.</p>	<p>Evaluation</p> <ul style="list-style-type: none"> • Journal Entries • Portfolio • Book Talk Presentation • Media activity
<p>Unit 4: Novel Study (Book Club or Full Class) Description: Students will work in groups to study, analyze and dissect a novel. The culminating assignment will be based on the novels in this novel study.</p>	<p>Evaluation</p> <ul style="list-style-type: none"> • Comprehension Questions • Series of paragraphs • Media activity
<p>Unit 4: <i>Romeo and Juliet</i> (as time permits) Description: Students will explore the historical backgrounds to the play, practice reading strategies, and perform a scene from it.</p>	<p>Evaluation</p> <ul style="list-style-type: none"> • Quizzes • Personal responses • Scene performance

Culminating Activity and Exam (30% of your overall grade)

Type	Description	%
Culminating Activity	Based on various texts studied in class	20%

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis. Students are requested to, when possible, notify the teacher by email if an absence is expected.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. Any evaluation tasks found to be in violation of George S. Henry Academy's Academic Honesty Policy may, at the teacher's discretion, be assigned a mark of zero. Students are expected to submit their own original work and to seek assistance if they require additional help.

For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

Content Warning for English Courses at GSHA

The content of this course has been chosen to be culturally responsive and to discuss course texts, current events, and many perspectives surrounding them. You will engage in independent reading and research. As a result you may encounter content that is challenging and/or unsettling. You may even find some content offensive and/or challenging.

As a teacher I will attempt to forewarn you of potentially difficult content, however, what will affect each individual. We will do some discussion around what to do when you encounter a challenging idea.

Please approach the material with an open mind, and ensure that your classroom interactions with classmates during discussions of these ideas are respectful.

If you feel uncomfortable or unsafe as a result of a text in this course, **do not** hesitate to reach out to your **teacher** so we can discuss strategies and approaches to give you a positive learning experience.