

Sir John A. Macdonald Collegiate Institute Course Brief

Course Name	English - Applied		Grade	10
Course Code	ENG 2P1		Credit Value	1
Pre-Requisite	ENG 1P1, ENG 1D1 or ENG 2D1	Or Recommended Pre-Requisite	None	
Type of Course	Full-year English course – college or workplace preparation course; Course is framed thematically on Social Justice, and Identity/Coming-of-Age			

TEXTBOOKS		REPLACEMENT COST (if lost or damaged)
<i>Sightlines 10</i>		\$37.95
<i>Twelve Angry Men</i>		\$10.00
<i>The Absolutely True Diary of a Part-time Indian</i>		\$15.00
Various photocopies and handouts	n/a	
ADDITIONAL RESOURCES/LEARNING MATERIALS		REPLACEMENT COST (if lost or damaged)
TBD		TBD

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 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.

Curriculum Strands/Categories (this may differ depending on discipline and level)

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts

We use these strands when we evaluate assignments – according to the rubrics.

Assessment and Evaluation of Student Achievement

Unit	Unit Title/Description	Evaluation Task	Achievement Chart Focus
ongoing	Journals	-assessment for learning	Writing
Unit 1	The Short Story	-newspaper article	Media, Writing and Reading
Unit 2	The Novel Study: the extended narrative as a tool of social commentary and critique: <i>The Absolutely True Diary of a Part-time Indian</i>	-Chapter Questions -Quiz -presentation	Reading Writing and Media Oral Communication

Unit 3	Media Unit: Reality TV	-Analysis -Conventions -Creation	Writing, Reading, Media, and Oral Communication
Unit 4	EQAO Literacy Test	n/a	n/a
Unit 5	Culminating Assessment – Film review (linked thematically to Social Justice issues presented in the novel study/short story units) Activity (20%) Exam (10%)	-Paragraph/Essay Writing -Reading Response -Presentation -Exam	Writing, Reading, Media and Oral Communication

Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4/L4+ L4 LL4/L4-	95 – 100 87 – 94 80 – 86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3/L3+ L3 LL3/L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2/L2+ L2 LL2/L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1/L1+ L1 LL1/L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

Weighting by Strands/Categories		
Writing 20% overall (30% of course work)	Reading 20% overall (30% of course work)	Culminating Assessment – 30 % (Culminating Activity 20% Exam 10%)
Media 15% overall (20% of course work)	Oral Communication 15% overall (20% of course work)	

Assessment and Evaluation Strategies: the following is a list of potential A/E strategies used within the course; the list may not be exhaustive and is subject to change

- Quizzes →Assignments → Unit Tests →Media texts →Interviews
→ Presentations →Paragraphs →Essay →Peer teaching-to-learn →Projects

CALCULATION OF FINAL MARK
→ 70% for evaluations conducted throughout the course
→ 30% for a Culminating Assessment – the C/A will occur in the final 2 weeks of the course (10% Exam and 20% Activity)

Please note: Changes to the above course outline, while minimal, may be made during the course of the quadmester, at the discretion of the teacher.