



Ontario eSecondary School Course Outline 2018-2019

Ministry of Education Course Title: English, University Preparation	
Ministry Course Code: ENG2D	
Course Type: University Preparation	
Grade: 10	
Credit Value: 1.0	
Prerequisite(s): English, Grade 9, Academic or Applied	
Department: English	
Course developed by: Sara Hailstone	Date: June 1st, 2019
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>English, The Ontario Curriculum, Grades 9 and 10, 2007, (revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

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

OVERALL CURRICULUM EXPECTATIONS

Oral Communication

By the end of this course, students will:

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

Reading and Literature Studies

By the end of this course, students will:

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;
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;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
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.

Writing

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
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;
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;
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.

Media Studies

By the end of this course, students will:

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

COURSE CONTENT

Unit	Length
Unit 1: The Narrative Voice	25 hours
Unit 2: The Voice of Experience	30 hours
Unit 3: The Voice of the Poet	30 Hours
Unit 4: The Voice of Reason	20 hours
CCA: Website Portfolio and Website Conference	5 Hours
Final Exam	2 hours
	110 Hours
	Total

UNIT DESCRIPTIONS

UNIT 1: The Narrative Voice

In this unit, students will explore the narrative voice through a variety of fictive and non-fictive texts. Narration, narrative voice and narrative time will engage students in how a story is conveyed to an audience in literary, creative and factual formats. Contemplating narrative components like myth, folk story and legend will be conducted by students in the reproduction of their own story. Students will also complete a news article and Unit Test.

UNIT 2: The Voice of Experience

Students will learn about the voice of experience in a novel study unit on Harper Lee's classical novel, *To Kill a Mockingbird*. Students will enter into the world of Maycomb to learn about inspiring characters, and how place and setting will work to deconstruct notions of justice, prejudice and coming of age. Students complete novel seminars, a research report, and a comparative essay for this unit.

UNIT 3: The Voice of the Poet

In this unit, students will navigate various forms and styles of poetry while creating their own poetry anthology by the end of the course of this unit. The application of poetic terms and close reading of poetry will lead in a group and individual settings while students learn the foundations of literary language to articulate their response to poetry. Students create a poetry anthology and submit a formal response to poetry in this Unit.

Unit 4: The Voice of Reason

In this unit, students practise skills in written and spoken language in a study of Shakespeare's *Romeo and Juliet*. Students will participate in an interactive setting to experience Elizabethan theatrical language to propel both the critical and performative elements of this play. Students will complete various activities and will also conduct a scene performance.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Whole-Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Class discussions that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

The small group activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral

Ontario eSecondary School Course Outline ENG2D – Page 5 of 11

presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, and student to student. This can be done through uploading on Moodle and video conferencing.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Journals are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

Reflective/Comparative analysis for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

We grow up thinking of reading and writing as two of the classic ‘three Rs’, and once we learn how to do them well, many assume that there’s no need to think more of them. However, there are nuances to both.

This course explores what writers have known for centuries: there are many, many ways to write and read

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Discussion Forums
- Diagnostic tests and writing tasks
- Free-writing journals/blogs
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections
- Oral presentations & Active Listening
- Creative Writing & Story Development
- Tests & Exam
- Essay Writing
- Evaluations

EVALUATION

The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 1: News Report	Using what they learned about narrative voice (including types, purposes, audience and tone) in Unit 1, students write an Opinion Piece that will also prepare them for the OSSLT test.	K, I, C, A	5
Unit 1: The Opinion Piece	Using what they learned about narrative voice (including types, purposes, audience and tone) in Unit 1, students write a news article that will also prepare them for the OSSLT test.	K,I,C,A	5
Unit 1: Unit Test	Students complete a Unit Test on narrative components, showing knowledge and understanding of course texts, and while answering questions that demonstrate thinking and inquiry.	K,I,C,A	5
Unit 1: Myth, Folk, Legend	Students create their own narrative and explore narrative voice that is either a myth, folklore or legend.	K, I, C, A	5
Unit 2: Chapter Response Questions	Students will complete chapter response questions throughout the novel.	K,I,C,A	5
Unit 2: Multimedia Literary Essay	Students present the content of a traditional literary essay in a multimedia format on their choice of topic regarding the novel.	K,I,C,A	5
Unit 2: Novel Seminars	In this activity students learn about the seminar format and lead their own seminar on their choice of various topics about the novel.	K,I,C,A	5
Unit 3: Formal Poetry Response	This activity is a formal close reading of a poem of the student's choice presented in the format of a poetry response.	K, I, C, A	5
Unit 3: Poetry Anthology	Throughout this unit students hone the voice of the poet by creating their own poetry of various	K, I, C, A	5

	styles and composing a final mini-anthology of their work.		
Unit 3: Spoken Word Poem Presentation and Discussion	Students learn the spoken word poetry style and create their own poem to present.	K, I, C, A	5
Unit 4: Graphic Text	Using what they learned about the voice of reason in this unit, students work with a graphic text and answer reading questions that will also prepare them for the OSSLT test.	K, I, C, A	5
Unit 4: Unit Test	Students complete a unit test on the play that will help prepare them for the final exam.	K, I, C, A	5
Unit 4: Scene Performance and Analysis	To help foster presentation skills and a grasp of the language and themes of the play, students complete a scene performance and analysis.	K, I, C, A	5

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Unit 6: Portfolio Website and Portfolio Conference	Students create a website to showcase their work throughout the course. They also participate in a 15 minute website conference with their instructor.	SUM	15
Final Exam	An exam to cover the major units studied through this course. The exam will consist of multiple choice, short Answer, matching and a formal open-book essay	SUM	15

AFL/AAL/AOL Tracking sheet:

Unit 1: The Narrative Voice

AAL	AFL	AOL
Criteria and Tips for English Success	Learning Style Quiz	News Report
Forum Discussions (Video and voice recording options)	Homophones Diagnostic	Opinion Piece
Theme	Literary Diagnostic Package	Culminating Creative Writing Assignment
Summary Paragraph	Grammar Diagnostic	Unit Test: The Narrative Voice
Opinion paragraph	Multiple Choice Questions	
Unit Test Review	Short Answer Questions	

Unit 2: The Voice of Experience

AAL	AFL	AOL
Characterization Tracking Chart	Thesis Statement and Essay Diagnostic	Novel Chapter Questions (Video and voice recording option)
Forum Discussions (Videos and audio recording options)	Vocabulary Diagnostic	Multimedia Literary Essay and Presentation
Symbol list	MLA Diagnostic Worksheet	Seminar Presentation
Bio Poem		

Unit 3: The Voice of the Poet

AAL	AFL	AOL
Forum Discussions (Videos and audio recording options)	Poetry Quiz Diagnostic	Formal Poetry Response
Poem Graphic Organizers	Understanding and Reading Poetry	Mini-Anthology
	Language Power Activities	Spoken Word Poem Presentation and Discussion
	Poetry Response, "The Highwayman"	

Unit 4: The Voice of Reason

AAL	AFL	AOL
Guided Questions (Videos and audio recording options)	Theatrical Terms Diagnostic	Graphic Text
Characterization Activity	Act I Diagnostic	Unit Test
		Scene Performance and Analysis

Finals

AOL
Culminating Project- Website Portfolio and Website Portfolio Conference
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- Instructional accommodations:*** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:*** such as preferential seating or special lighting.
- Assessment accommodations:*** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.

Ontario eSecondary School Course Outline ENG2D – Page 11 of 11

- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.