Ontario eSecondary School
Course Outline
2024-2025

Ministry of Education Course Title: English, Grade 10, Academic
Ministry Course Code: ENG2D
Course Type: Academic
Grade: 10
Credit Value: 1.0
Prerequisite(s): English, Grade 9, Academic or Applied
Department: English

Course developed by: Alannah Sawatsky and Brittany Chandroo	**Date: June 5th, 2019** **Revised: January 3, 2021 and February 1, 2021**
Length: **One Semester**	**Hours:** **110**

This course has been developed based on the following Ministry documents:
1. *English, The Ontario Curriculum, Grades 9 and 10*, 2007, (revised)
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
3. *Learning for All (2013)*

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 prepara- tion 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	23 hours
Unit 2: The Voice of the Poet	20 hours
Unit 3: The Voice of Media	30 Hours
Unit 4: The Voice of Experience	30 hours
CCA: Website Portfolio and Website Conference	5 Hours
Final Exam	2 hours
Total	**110 Hours**

UNIT DESCRIPTIONS

UNIT 1: The Narrative Voice

In this unit, students will be introduced to expectations of a grade 10 academic English Course. Students will learn about the Ontario Secondary School Literacy Test (OSSLT). They will also learn about the different elements of a story, literary devices, and themes. Lastly, students will complete an Independent Novel Study.

UNIT 2: The Voice of the Poet

Students will be introduced to the elements of poetry, and poetic devices. They will learn how to read and analyze poetry and they will write their own poetry.

UNIT 3: The Voice of Media

In this unit, students will be introduced to some elements of media, with a focus on podcasts. Students will listen to and analyse the podcast Serial. Students will prep for the OSSLT Series of Paragraphs, and will create their own podcast

UNIT 4: The Voice of Experience

In this last unit, students will read and analyse the novel *The Hate U Give* (THUG). Students will also prep for the OSSLT Infographic Reading Assessment. Students will learn about thesis statement and essay writing and students will write a literary essay analysing *The Hate U Give.*

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Reflective/comparative analysis and evaluation of written work is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

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)

	Weight
Course Work	**70**
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	**30**
Exam (K-3.75, T-3.75, C-3.75, A-3.75)	15
Culminating Project (K-3.75, T-3.75, C-3.75, A-3.75)	15

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 1: News Report	OSSLT style News Report	K, T, C, A	
Unit 1: Theme Paragraph	Analytical theme paragraph about one of the short stories read for the course	K, T, C, A	21
Unit 1: Independent Novel Study Oral Book Review	Book Review about a chosen novel including a 6-9 minute oral presentation, a creative element and a journal response	K, T, C, A	
Unit 2: Poetry Analysis Worksheet	Students will analyse a poem using the devices and structures studied	K, T, C, A	14

Unit 2: Poetry Portfolio	Students will write their own collection of poems inspired by the structures and devices studied	K, T, C, A	
Unit 3: Series of Paragraphs	OSSLT style Series of Paragraphs about the podcast Serial	K, T, C, A	24
Unit 3: Make Your Own Podcast	Students will create their own podcast using the conventions of podcasts studied	K, T, C, A	
Unit 4: Essay Package	Students will write a formal literary essay about the novel *The Hate You Give*	K, T, C, A	11

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Unit 5: 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.	K, T, C, A	15
Final Exam	An exam to cover the major units studied through this course. The exam will consist of short answer questions, and an open book essay planner.	K, T, C, A	15

AFL/AAL/AOL Tracking sheet:

Unit 1: The Narrative Voice

AAL	AFL	AOL
About Me	The Curse of Macbeth OSSLT Reading Prep	News Report
Grammar Quiz	Identifying Themes Worksheet	Theme Paragraph + Self Assessment (AOL + AAL)
Learning Style Questionnaire	The Possibility of Evil Question Package	Independent Novel Study Oral Book Review
Literary Terms Quiz	The Skating Party Question Package	
Independent Novel Study Notes	The Most Dangerous Game Question Package	

Unit 2: The Voice of the Poet

AAL	AFL	AOL
Poetic Devices Note	Poetry Package	Poetry Analysis Worksheet
Poetry Unit Quiz		Poetry Portfolio

Unit 3: The Voice of Media

AAL	AFL	AOL
Serial Quiz	Episode Comprehension	Series of Paragraphs

	Questions	
MLA Practice Worksheet	Series of Paragraphs Planner	Make Your Own Podcast

Unit 4: The Voice of Experience

AAL	AFL	AOL
Anticipation Guide	Chapter 1 Close Reading Assessment	Complete Essay Package
OSSLT Graphic Text	Character Analysis Assessment	
Five Rules of Thesis Statement Writing	Thesis Writing Worksheet	
Self & Peer Checklist	Graphic Organizer	
	Essay Outline	

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