

**SOUTH CARLETON HIGH SCHOOL**

Ottawa-Carleton District School Board

**STUDENT OUTLINE****ENG2D**

Grade Ten English

Academic

Credit Value: 1.0 credit

Hours: 110 hours

Prerequisite: ENG1D

**Course Overview**

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.**

By the end of the course, students will:

- read and demonstrate an understanding of a range of literary texts
- demonstrate an understanding of major literary concepts
- use a variety of print and electronic sources to gather information
- use a variety of organizational techniques to present ideas and information in written work
- edit, proofread and revise written work, both independently and with others
- use vocabulary and language conventions to speak, write and read competently and effectively
- use listening techniques and oral skills to participate in class discussion and formal presentations

**Specific Expectations**

<b>Unit Title</b>	<b>Specific Expectations</b> (Please note these are only some of the expectations per unit)	<b>Approximate Timelines</b>
Short Stories and Non-Fiction	<b>1.1</b> read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading	3 weeks
Poetry	<b>1.1</b> read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading	1 week
Novel	<b>1.3</b> identify the most important ideas and supporting details in texts, including increasingly complex texts	4-5 weeks
Drama	<b>1.4</b> make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts <b>1.8</b> identify and analyse the perspectives and/or	4-5 weeks

	biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power	
Debates	<b>2.3</b> communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience	2 weeks
Media	<b>1.1</b> explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences <b>1.4</b> explain why the same media text might prompt different responses from different audiences <b>2.2</b> identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience	Ongoing
Writing and Grammar	<b>1.4</b> identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing <b>2.4</b> write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas <b>1.3</b> locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate <b>2.7</b> produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations	Ongoing

For additional information, please consult the Ontario Curriculum at [www.edu.gov.on.ca/eng/curriculum/secondary/](http://www.edu.gov.on.ca/eng/curriculum/secondary/)

### **Accommodations for Exceptional Students**

The English Department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

## Teaching Strategies

A variety of instructional methods will be employed ranging from teacher-directed learning to small group collaborative learning. Use of the Library will focus on research skills and information retrieval. Students will be encouraged to make use of computers and the computer lab for written work and word processing.

## Resources/Textbooks/Technological Integration

Novels:	<i>Lord of the Flies</i> (Golding) OR <i>The Book Thief</i> (Zusak)
Drama:	<i>Romeo and Juliet</i> (Shakespeare) OR <i>The Tempest</i> (Shakespeare)
Short Stories:	<i>Inside Stories II, Elements of English 10</i>
Poetry:	Selected poems assembled by grade level teachers
Media:	voice recorders, Chromebooks, audio books, films

**Texts:** Damaged or missing texts and equipment must be paid for by the student.

## Evaluation

<b><u>Final Report:</u></b>	Term	70%
	Final Examination	<u>30%</u>
		100%
<b><u>Key Evaluation Dates:</u></b>		
English summatives or exams will be due within the school's Summative and Evaluation Period in January and June. Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.		

More information on South Carleton High School's policy on **Assessment and Evaluation** and on **Academic Integrity** can be accessed on our school website.