

AFNORTH International School Canadian Section

Course Outline

ENG2D English

Course Description: English, Grade 10, Academic (ENG2D)

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

Grade	10	English	Academic	ENG2D
--------------	----	---------	-----------------	-------

Credit Value:	1.0	Ontario Ministry of Education Document(s):	The Ontario Curriculum-English 2007 Revised Grades 9 and 10
----------------------	-----	---	--

Prerequisite(s):	Grade 9 English, Academic or applied	Corequisite(s):	none specified
-------------------------	--------------------------------------	------------------------	----------------

DND/DoDDS	Department:	English
-----------	--------------------	---------

AFNORTH International School	Dept Head:	
------------------------------	-------------------	--

Developer(s):	AFNORTH international School (2008)
----------------------	-------------------------------------

Development Date:	August 2008	Revision Date:	August 2009
--------------------------	-------------	-----------------------	-------------

Overall Expectations:

OVERALL 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.

OVERALL EXPECTATIONS: 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. Literature Studies and Reading

OVERALL EXPECTATIONS: 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.

OVERALL EXPECTATIONS: 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 Units in Sequence

Beauty and the Beast

(26 hours)

Short Stories – Narrative forms

Lord of the Flies

This introductory unit emphasizes the power of language, the power of reading, and the power of goal-setting to make a positive difference in the lives of students. The first four lessons present the course outline; introductory activities in language, reading, writing, and media; and diagnostic assessment to determine the skills and interests of the students. Students describe their goals for the course in a letter to the teacher.

Students will produce an expository profile of a classmate, and in response to the literature studied, will write dialogues as a way to demonstrate their insights into characters, and poems as a way to express their reactions to themes.

Voices

(22 hours)

Literature and Media 10

The “Voices” unit provides students with a forum to establish the critical thinking skills necessary for mature discussion of what are often controversial topics. Through the use of rhetorical devices and persuasive techniques, students develop their argumentative skills in both oral and written form. They make arguments through a variety of products such as journal responses, outlines, role playing, and persuasive essays. They participate in a final task, a formal debate



Diversity

(23 hours)

Literature and Media 10

Examining literary, media, and mythic texts will give students the opportunity to explore the impact of exclusion and the power of inclusion. Students will learn how media texts create misconceptions and stereotypes about human diversity, and thereby help to maintain hurtful practices. Students will apply their new knowledge and skills by creating a personal multi-genre anthology as an exploration of human diversity.

Interactions
(26 hours)
Romeo and Juliet

This unit uses a Shakespearean play *Romeo and Juliet* to meet the historical, dramatic, and poetic requirements of the Literature Studies and Reading expectations. Students also dramatize a scene for the class and present their analysis of their scene to the class with visual aids, thereby meeting some of the Language and Media expectations. By studying characters and their relationships within a Shakespearean play, students develop their ability to analyse personalities and their actions in literature and in life.

Independence
(13 hours)

First, students reflect upon and write about their “careers” as readers thus far in their lives. Students will have maintained a weekly reading response journal. Students will complete two polished pieces (their best piece of writing from their reading response journal and a book review), an oral book talk, and a media display on one of their independently chosen books for presentation at the Book Festival, the culminating activity. In a final written examination, students demonstrate their skills in reading and writing.

Instructional Approaches:

The English curriculum is based on the premise that *all students can be successful language learners*. One of the keys to student success in mastering language skills is high-quality instruction.

Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, and differentiate instruction for individual students and small groups according to need. Teachers explicitly teach and model learning strategies and encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practise and apply their developing knowledge and skills.

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society.

Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are also integral to high-quality language instruction.

Language is best learned through activities that present stimulating ideas, issues, and themes that are meaningful to students. Since no single instructional approach can meet all the needs of each learner, teachers select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practices. In effective English programs, teachers introduce a rich variety of activities that integrate expectations from different strands and provide for the explicit teaching of knowledge and skills. They also provide frequent opportunities for students to rehearse, practise, and apply skills and strategies, and to make their own choices.

The following are teaching strategies recommended for this course:

- | | |
|----------------------------|-----------------------------------|
| -lecture | -essay writing |
| -work sheets | -reading |
| -multi-media presentations | -small group cooperative learning |
| -debates | -small group discussions |
| -interviews | -brainstorming |
| -oral presentations | -mind maps |
| -guided internet search | -portfolios |
| -role play | -homework |
| -analysis of videos | -note taking |
| -research | -film/video |

Assessment and Evaluation Strategies:

The following are assessment and evaluation strategies appropriate for formative and summative assessment:

- | | |
|----------------|-----------------------|
| -tests | -conferences |
| -quizzes | -class discussion |
| -portfolios | -portfolio interviews |
| -presentations | -self evaluation |
| -essays | -peer evaluation |
| -role playing | -checklists |
| -interviews | -rubrics |

Assessment and evaluation will be criterion referenced, comparing student performance to Ministry standards as articulated on the Ministry Achievement Chart for Grade 10 Academic English.

Evaluation Procedures*

*Detailed information regarding assessment, evaluation and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.

The Ministry policy on assessment and evaluation requires that 70% of the final mark be based on term work and 30% on a final evaluation, which may take a variety of forms. The student's final percentage grade is based on achievement only. The achievement charts will be employed to determine levels of achievement. A level 3 represents the provincial standard. Learning skills, punctuality, and attendance are recorded on the Provincial Report Card. The Learning Skills include: independent study, teamwork, organization, work habits, homework, and initiative.

Course or Term Assessment and Evaluation: 70 % comprised of strands: Oral Communication, Literature Studies and Reading, Writing and Media Studies using Categories of Achievement (Knowledge and Understanding – 25%; Thinking and Inquiry – 25%; Communication – 25%; Application – 25%) and Expectation Levels for mark recording.

Final Assessment and Evaluation: 30 % comprised of a "Book Festival" Rich Performance Task (15%) and/or a final examination (15%).

Considerations for Program Planning

Planning for students with special educational needs: In planning English courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which of the following options is appropriate for the student: no accommodations or modifications; or accommodations only; or modified expectations, with the possibility of accommodations; or alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses. If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses, can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). (Both documents are available at www.edu.gov.on.ca.)

Students Requiring Accommodations Only

Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses. Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners. There are three types of accommodations: **Instructional accommodations** are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. **Environmental accommodations** are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. **Assessment accommodations** are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004*, for more examples). If a student requires "accommodations only" in English courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included. 6. "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

Students Requiring Modified Expectations

Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations. It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student. When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify **how the required knowledge and skills differ from those identified in the course expectations**. When modifications are so extensive that achievement of the learning expectations (knowledge, skills, and performance tasks) is not likely to result in a credit, the expectations should **specify the precise requirements or tasks on which the student's performance will be evaluated** and which will be used to generate the course mark recorded on the Provincial Report Card. Modified expectations indicate the knowledge and/or skills the student is expected to demonstrate and have assessed **in each reporting period** (*IEP Standards, 2000*, pages 10 and 11). The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, page 11). If a student requires modified expectations in English courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grades 9–12, 1999* (page 8) must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the English curriculum. Information technology helps students in their written work and in the analysis of literary and informational texts. Students should use word processing to draft, organize, revise, edit, and format written work. In their research, students should use multimedia resources to find, process, and reorganize information and ideas. Presentation software and audio-visual technologies will enhance the effectiveness of oral and visual presentations

English as a Second Language and English Literacy Development (ESL/ELD) The secondary English curriculum can be very demanding for second-language learners. Their relatively limited vocabulary in English may make it difficult for them to read certain materials, and their relative inexperience with the conventions of English and with complex sentence patterns in a second language may make it difficult for them to write as fluently or correctly as some of their peers. Also, these students may not be familiar with some of the traditional literary works and common literary themes that their English-speaking peers have already studied.

Students who are learners of English as a second language will have the best chance of success in English programs where there are many opportunities for oral interaction with English-speaking peers. Teachers can make an asset of linguistic and cultural diversity in the classroom by encouraging students to share information about their respective languages and literary inheritances. Teachers should focus on the content and organization of ideas in students' written work, as well as on word choice, grammar, usage, spelling, and punctuation.

Career Education. Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Small-group work and oral presentations help students to express themselves confidently and to work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks.

Cooperative Education and Other Workplace Experiences. The knowledge and skills students acquire in English courses will assist them in their cooperative-education and work-experience placements. In all placements, students will be required to read and listen, carefully and with attention to detail, to messages, instructions, and information, in order to perform placement-related tasks and duties efficiently, responsibly, and safely. In some placements, students will need to apply the specialized knowledge acquired in the optional courses on technical communication and presentation and speaking skills. Certain placements will have a specific focus on English literacy skills. For example, in placements with newspapers, television and radio stations, schools, and libraries, students will use their knowledge and skills to analyse texts, to conduct research, to write and revise texts, and to create media works.

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH-SKILLS MAJOR

English courses are well suited for inclusion in programs leading to a Specialist High-Skills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, English courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. English courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

HEALTH AND SAFETY IN THE ENGLISH PROGRAM

Although health and safety issues are not usually associated with language education, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. Teachers must preview and plan these activities carefully to protect students' health and safety.

CONTINUOUS SCHOOL PROGRESS:

AFNORTH International Middle/High School's CSP (Continuous School Progress) goal one is, "All students will improve their reading comprehension skills across the curriculum." Goal two is, "All students will improve skills in mathematical computation." Standardized assessments, such as the OSSLT, PSAT and Terra Nova will be used to identify areas of strengths and weaknesses and to assess growth as we continue to strive towards continued academic improvement. Success of all students requires that instructional strategies to improve reading comprehension and mathematical computation become a consistent and integral component of each course taught at AFNORTH International Middle/High School.

6 Traits + 1 Writing Rubric: The 6 Traits + 1 is the model selected to improve school-wide writing in all subject areas. The 6 Traits + 1 writing framework is a powerful way to learn and use a common language to refer to characteristics of writing as well as establish a common vision of what "strong" writing looks like.

The 6 Traits + 1 is the model selected to improve school-wide writing in all subject areas. The 6+1 writing framework is a way to learn and use a common language to refer to characteristics of writing as well as establish a common vision of what "strong" writing looks like. Teachers and students will use the 6+1 Trait model to identify areas of strength and weakness as they continue to strive towards continued writing improvement. Success of all students requires that the 6+1 Trait become a consistent and integral component of each course taught at Afnorth High School.

The six particular traits will be implemented in the following manner:

Ideas: students will determine validity of ideas through debate and research and incorporate them into appropriate document format

Organization: students will learn how to organize ideas in proper sequence and incorporate them into appropriate document format

Voice: students will learn to differentiate between formal, common and slang terms incorporate them as required into appropriate document format

Word Choice: students will engage in extensive vocabulary building to allow them to implement proper terminology for appropriate document format and settings

Sentence Fluency: students will study a variety of sentence structures and their implementation into appropriate document format

Conventions: students will study conventions of language that pertain to research, formal debate and proper document format

Presentation: students will incorporate all of the above in both written format and audio/visual/oral presentations in formal and informal class debates.

Textbook(s):

- Nelson English Language and Writing 10
- Nelson English Literature and Media 10
- Lord of the Flies William Golding
- Romeo and Juliet William Shakespeare

Other Resources:

- Gage Canadian Dictionary
- Microsoft Office 2000
- independently chosen novels from suggested reading list in Ministry course profile