

## St. Clair Catholic District School Board Student Information Sheet

Grade: **10**  
 Course Code: **ENG 2D0**  
 Course Type: **Academic**  
 Credit: **One**  
 Prerequisite: **ENG 1D0**  
 School: **Ursuline College Chatham**  
 Department: **English**  
 Program Head: Ms. N. Foster

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### Course Description:

This course extends the range of analytic, reading, writing, oral communication, media literacy skills and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging 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.

### How this course supports the Ontario Catholic Graduate Expectations:

Though the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.

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### 1. Overall Expectations for Student Learning:

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following strands:

Strand: Oral Communication	Strand: Media Studies
<ul style="list-style-type: none"> <li>listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of a variety of media texts</li> </ul>
<ul style="list-style-type: none"> <li>use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</li> </ul>
<ul style="list-style-type: none"> <li>reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication situations</li> </ul>	<ul style="list-style-type: none"> <li>create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</li> </ul>
	<ul style="list-style-type: none"> <li>Reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts</li> </ul>

<b>Strand: Literature Studies and Reading</b>	<b>Strand: Writing</b>
<ul style="list-style-type: none"> <li>• Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a variety of strategies to construct meaning</li> </ul>	<ul style="list-style-type: none"> <li>• use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>• draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience</li> </ul>
<ul style="list-style-type: none"> <li>• Use knowledge of words and cueing systems to read fluently</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<ul style="list-style-type: none"> <li>• reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading</li> </ul>	<ul style="list-style-type: none"> <li>• generate, gather and organize ideas and information to write for an intended audience and purpose</li> </ul>

## **2. Expectations: Learning Skills**

It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self Regulation

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations. The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.

## **3. Supports For Higher Learning:**

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative Expectations will be outlined in an IEP and will be communicated to parents.

#### 4. Course Breakdown and Assessment and Evaluation Strategies:

Unit	Unit Title/Description	Assessment and Evaluation Strategies	Resources
One	Media	Infused throughout the course	Varied resources
Two	Short Fiction	Tests, quizzes, Written literary analysis, literary elements, figurative language, literature circles	<i>Elements of English 10</i>
Three	Poetry	Figurative Language, poetic elements, tests, quizzes	<i>Elements of English 10</i>
Four	Drama	Tests, quizzes, responses, essays, dramatizations, journal responses	<i>Romeo and Juliet</i>
Five	Novel Study	-tests, quizzes, responses, essays, dramatizations, journal	<i>The Chrysalids</i> <i>Fahrenheit 451</i>
Six	Writing and Grammar	-class activities, quizzes, tests, self and peer editing	<i>Language Power H</i> <i>Be A Better Reader</i> <i>Language Works 10</i> <i>The Grade 10 Test Of Reading and Writing (workbook)</i>
Seven	Ontario Secondary Literacy Test	Tasks and skills necessary for success on the OSSLT	<a href="http://www.eqao.com">www.eqao.com</a>
Final Exam	Reading and Writing	Sight passage and literary essay	

#### 5. Mandatory Essential Assignments

- One personal opinion essay
- One news report
- Two literary essays
- One research report
- One oral presentation
- Independent reading journal

## 6. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Category	Evaluation
Knowledge/Understanding	(Term) 30%
Thinking/Inquiry	(Term) 20%
Communication	(Term) 30%
Application	(Term) 20%
Final	Term: 70% Exam: 30%

## 7. School, Department and Classroom Policies: Refer to the Student Handbook.

### Students' Responsibilities With Respect to Evidence for Evaluation

#### Late and Missed Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within **the time frame specified by the teacher.**

**If a student is struggling** with an assignment or is experiencing circumstances which make it impossible to complete an assignment within the specified time frame, he/she should speak to the teacher and **an extension shall be granted and every support will be made for the student's success.**

Students must also understand that if assignments are not completed in the specified time frame because of **lack of responsibility, then marks may be deducted for late assignments** up to and including the full value of the assignment.

**PLAGARISM** is using anyone else's words or ideas and presenting them as your own. This includes the following:

- Downloading
- Copying
- Purchasing
- Cutting and pasting
- Creating fake citations
- Using ideas written by other students or parents

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(Please detach and return.)

**To the student and parent(s)/guardian:**

**We have read and understood this student information sheet.**

**Course Code:**

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian's  
Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_