

St. Clair Catholic District School Board  
Student Information Sheet

Grade: **10**  
Course Code: **ENG 2L0**  
Course Type: **Essential (Locally Developed Compulsory Credit Course)**  
Credit: **One**  
Prerequisite: **ENG1L0 or ENG 1P0**  
School: **Ursuline College Chatham**  
Department: **English**  
Program Head: **Ms. N. Foster**

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Course Description:

This course emphasizes the development of literacy, critical thinking, and communication skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic and literary texts and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and in a variety of formal and informal contexts. This course is intended to prepare students for the compulsory Grade 11 workplace preparation course.

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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: Literature and Reading
<ul style="list-style-type: none"> <li>Apply active listening strategies to gather information and ideas as they contribute to small-group and class discussions;</li> </ul>	<ul style="list-style-type: none"> <li>Apply reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life, with an emphasis on increasing independence;</li> </ul>
<ul style="list-style-type: none"> <li>Use talk to extend critical and creative thinking skills in small – and large-group interactions;</li> </ul>	<ul style="list-style-type: none"> <li>Read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;</li> </ul>
<ul style="list-style-type: none"> <li>Contribute ideas and engage in thoughtful conversation in classroom activities;</li> </ul>	<ul style="list-style-type: none"> <li>Assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.</li> </ul>
<ul style="list-style-type: none"> <li>Assess their growth as oral communicators and set goals for extending their talking and listening skills</li> </ul>	

Strand: Writing Skills	Strand: Media Studies
<ul style="list-style-type: none"> <li>Apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;</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>Convey information and ideas with clarity and coherence in a variety of short print and non-print forms;</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>Assess their growth as writers and set goals for extending their writing skills.</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>

## 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:

One	Novel Study	Various reading, writing and oral activities, individual, pairs and groups	<i>Homecoming</i> Various titles from <i>Passages to Mystery</i>
Two	OSSLT	Various reading and writing tasks	<a href="http://www.eqao">www.eqao</a> <i>Don't Panic</i>
Three	Non-Fiction	Reading, writing and listening tasks related to various teen and cultural issues	<i>Chicken Soup for the Teenage Soul</i> Guest speakers
Four	Documentary Film	Viewing, writing and oral tasks	<i>Interface Documentary.</i> <i>Org</i> Various titles
Five	Field Trip	Viewing, writing and oral tasks	Viewing a documentary in UCC Theatre
Six	Writing	Infused throughout the course: exposition, argumentation, reporting, description, process writing	<i>Inside Track 1</i> and Various teacher Resources

## 5. Key Dates, Special Events and Additional Considerations:

## 6. Teaching/Learning Strategies:

- \*Group Work
- \*Pairs Activities
- \*Whole Class Activities
- \*Lectures
- \*Discussions
- \*Presentations
- \*Other – videos, computer lab – media pamphlets, use of documents, information texts, word study, research, etc.

## 7. 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) 25%
Thinking/Inquiry	(Term) 25%
Communication	(Term) 25%
Application	(Term) 25%
Final/Culminating Activities	10%
Term	90%

**Term: 90%**

**Final: 10%**

**Overall: 100%**

## 8. Additional Resources:

*Ontario Driver's Handbook*  
*Be a Better Reader*

## 9. School, Department and Classroom Policies: Refer to 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:** \_\_\_\_\_