

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
Student Information Sheet

Grade: **10**
Course Code: **ENG 2PO**
Course Type: **Applied**
Credit: **One**
Prerequisite: **ENG 1PO or ENG 1DO**
School: **Ursuline College Chatham**
Department: **English**
Program Head: **Ms. C. Dunn**

Course Description:

This course is designed to extend the range of key reading, writing, oral communication, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, graphic and literary texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory grade 11 College or Workplace preparation course.

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.

How this course supports the competencies of Choices Into Action:

It incorporates all "Areas of Learning", pages 8 – 10 Choices Into Action.

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

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

2. Expectations: Learning Skills

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

- Independent working ability
- Team work ability
- Organizational skills on a daily basis
- Strong work habits
- Initiative in all areas of the course

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	<u>Media and Issues</u> Other teacher resources
Two	Short Fiction	-tests, quizzes, responses, writing, media projects	<u>Language and Writing 10 Transformations</u>
Three	Poetry	-submission of poetry anthology, and of poetry analysis	<u>Language and Writing 10 Transformations</u>
Four	Drama	-dramatizations, Journal, analysis, Tests	<u>Language and Writing 10 Transformations</u>
Five	Novel Study	-tests, quizzes, responses, essays, journal	<u>The Pigman</u> or <u>Hounds of the Baskervilles</u> or <u>Flowers for Algernon</u>
Six	Writing and Grammar	-infused throughout the course -class activities, quizzes, self/peer editing	<u>Language Power H Be A Better Reader C and E</u> <u>Language Works 10</u> <u>The Grade 10 Test Of Reading and Writing</u>
Seven	Independent Study Unit	-various choices -based on literary studies	

5. Key Dates, Special Events and Additional Considerations:

6. Teaching/Learning Strategies:

- *Group Work
- *Pairs Activities
- *Whole Class Activities
- *Lectures
- *Discussions
- *Presentations
- *Other

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) (30%)
Thinking/Inquiry	(Term) (30%)
Communication	(Term) (20%)
Application	(Term) (20%)
Final/Culminating Activities	(Final)
Independent Study Unit	10%
Final Exam	20%

Term: 70%
Final: 10% + 20%
Overall: 100%

8. Additional Resources:

- Guide To Language, Literature and Media (teacher resource)
- Writing Clear Paragraphs (teacher resource)
- Writing Clear Essays

9. School, Department and Classroom Policies:

(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: _____