|  |  | **Course Outline and Evaluation Summary**  **Course Code** | |  |
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|  | Title of Course: **ENG2D1** | 416-395-3210 ext 20090 | |
|  | Department: **ENGLISH** |  | |

| **Course Description** |
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| This course extends the range of analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts, including novels, poems, plays, opinion pieces, and electronic sources, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language, revision and editing. As well, emphasis will be put on research skills as part of a school-wide initiative. Grade-ten English’s overarching theme is “coming of age.” |

| **Course Evaluation**  Course evaluations incorporate one or more of the achievement categories (KICA). In English classes the categories are embedded within the four core strands below. The final grade is calculated using the weighted percentages below. | | | | | |
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| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | 30 % | Reading | 30% | 15% | Culminating Task |
| 30 % | Writing |
| 20 % | Oral Literacy | 15% | Final Exam |
| 20 % | Media Studies |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviours are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials:** Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. |
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| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if late/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class (e.g. illness, sports team), it is **their** responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

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| **Course Assessment Tasks** | | | |
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| ***Unit/Topic/Strand*** | ***Text*** | ***Major Assignments / Evaluations*** | ***Estimated Duration*** |
| Unit 1:  Novel Studies | Three-Day Road, The Catcher in the Rye, or Supplementary books: Balzac and the Little Chinese Seamstress, and Wenjack. | **Each term will be based on:**  **•**  Personal response journals  • Demonstration of critical-thinking skills  • Responses to literature and media  • Analysis of literary and dramatic techniques  • Creative, persuasive and informational writing, for different audiences and purposes, in a variety of forms  • Revising writing, with a focus on ideas, clarity, accuracy and coherence  • Editing to produce final drafts, using the writing process   * Interviews,Round-table and class discussions * Media products such as: podcasts, blogs, vlogs,news broadcast, verbal-visual essay | 30-40 classes |
| Unit 2:  Shakespeare | Choice of Romeo and Juliet or Julius Ceasar | 30-40 classes |
| Unit 3:  Culturally  responsive Non-fiction Book Club | Student choice of:  Educated, Becoming, Shoe Dog, The Monk of Mokha, The Inconvenient Indian, The Sacred Balance, and Night. | Ongoing |
| Unit 4:  Short Stories and poetry: | Sightlines Ten, Resourselines 9/10 | 20 classes |
| Ongoing Unist:  Media Studies and Non-Fiction | Key concepts of Media,  Media-Terms Glossary, topical newspaper articles, Youtube, film and documentaries | Ongoing |
| Culminating Task(s) | Podcasts, Presentations, Debates, Structured Interviews, and Vlogs. | **Summative project 15% (Based on Oral Literacy and Media Studies)** |  |