Canada World Education

ENG2D Course Outline

Course: Grade 10 Academic English			
Grade: 10	**Type:** University	**Credit Value:** 1 **Credit hours:** 110	**Course code: ENG2D** **Dept:** English
Teacher: Sophia Tran		**Development date:** 10/09/20	
Course Reviser: J.F. Michaud **Date:** 10/09/20		**Prerequisites:** ENG1P or ENG1D	

Resources Required:
- Electronic device with internet access
- Paper and pencil/pen for note-taking

Texts:
- *Animal Farm* by George Orwell

Supplementary resources:
- Handouts, worksheets, WebQuests
- Short stories and other electronically accessible texts and media provided by the teacher

Ministry Curriculum Documents:
- The Ontario English Curriculum Grades 9-10, 2007
- Growing Success – Assessment, Evaluation and Reporting in Ontario Schools, 2010
- Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2001
- Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation
- Capacity Building Series: Culturally Relevant Pedagogy, 2013

Course Description: 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 from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

Overall Expectations

By the end of this course, students will:

Oral Communication

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.

Reading and Literature Studies

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.

Writing

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.

Media Studies

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.

Outline of course content:
Unit 1: Persuasion and Propaganda (28 hours)
Unit 2: Media Studies (26 hours)
Unit 3: Short Stories and Poetry (24 hours)
Unit 4: Novel Study - *Animal Farm* (28 hours)
Exam Review (2 hours)
Exam (2 hours)
Total hours: 110

Mark reporting
Student marks will be posted online so that parents and students can see student progress and current marks through a secure reporting software.

Mark breakdown
Evaluations Throughout the course: 70% of final grade
Final Evaluation: 30% of final grade

The term work and exam will be broken down in the following skill categories:

Knowledge and Understanding   30%
Thinking   20%
Communication   20%
Application   30%

The activities completed during the course will account for the following percentages:

Assignments   22%
Quizzes   15%
Tests   23%
Exam   30%

Achievement levels

Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 80-100%

Teaching and Learning Strategies
Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

Teacher will utilize instruction that both responds to the characteristics of a diverse group of students and is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

1) Universal Design for Learning (UDL),

2) differentiated instruction, and

3) the tiered approach to prevention and intervention. (Learning for All, Kindergarten to Grade 12: For more info please see http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf)

 What are UDL-aligned strategies? https://goalbookapp.com/toolkit/strategies

• UDL-aligned strategies are instructional methods and tools used by teachers to ensure that ALL students have an equal opportunity to learn. All of our strategies are aligned with Universal Design for Learning (UDL) guidelines. These guidelines help you to select strategies that remove barriers in instruction so that all students can achieve their learning goals.

 • Differentiated Instruction is based on the idea that because students differ significantly in their interests, learning styles, and readiness to learn, it is necessary to adapt instruction to suit these differing characteristics. Teachers can differentiate one or a number of the following elements in any classroom learning situation (Tomlinson, 2004): the content of learning (what students are going to learn, and when); the process of learning (the types of tasks and activities); the products of learning (the ways in which students demonstrate learning); the affect/environment of learning (the context and environment in which students learn and demonstrate learning). (http://edugains.ca/newsite/di/index.html)

Teaching and learning strategies adopted should be appropriate to the course type and should reflect an appropriate balance of theoretical components, practical applications for the course and appropriate to the range of student learning.

Helping students become self-directed.

In order to address the unique learning styles of students in this course, a variety of activities and learning experiences should be offered, including, but not restricted to: questioning, demonstrations, role-plays, simulations, co-operative group learning, brainstorming, discussion, peer coaching, interviewing, reflective writing, reflective thinking exercises, concept mapping, reading, tutoring, direct instruction, one-on-one teaching, and experiential learning.

Teachers will find ways throughout the course for students to make authentic learning connections with their other courses, the school, local community and the world at large.
Examples of teaching strategies:

• Brainstorming	• Media Presentation
• Be the teacher	• Peer feedback
• Case Studies	• Planning and writing analytical pieces of work
• Computer technology – reports, spreadsheets, flow charts , data bases, electronic presentation;	• Provide specialized vocabulary
• Conferences	• Reading: read for meaning
• Documentaries/Videos /Ted Talks/Video critique	• Reading: to develop the ability to use specialized vocabulary
• Flexible Grouping	• Research Project – individual
• Focus Groups–Informal discussions based on focus questions	• Research Project - group
• Formal Debates/Informal debates	• Seminar
• Graphic Organizers	• Skype interviews
• Group critique	• Socratic Teaching
• Group Discussions	• Structured discussion
• Independent Study	• Think-Pair Share
• Internet Based Research/Investigation/WebQuests	• UDL-Aligned Strategies (see https://goalbookapp.com/toolkit/strategies)
• Interview	• Write or give a personal perspective in discussions
• Investigative and inquiry questions	

Assessment & Evaluation of Student Performance

Assessment & Evaluation

The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning.

Mid-term and final marks are determined through evaluations or Assessments *of* Learning, which typically occur towards the end of a unit and end of the term. During the learning process, information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as Assessment *as* Learning and Assessment *for* Learning do not carry a mark weight, but do play a crucial role in student success as they help inform the teacher about each student's progress. All types of assessments allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a

high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

Assessment as Learning	Assessment for Learning
Student Product ● Entrance tickets ● Graphic organizers-KWL ● Journal ● Peer assessment ● Peer editing checklist ● Pre-tests/Diagnostic tests ● WebQuests ● Quizzes ● Reflections ● Rough drafts ● Self assessment ● Self-proofreading using a checklist ● Practical task	**Student Product** ● 3-Minute Pause ● Assignments ● Diagnostic Assessment ● Exit tickets ● Graphic organizers ● Homework ● Journals/Letters/Emails ● Know, Wonder, Learn (KWL) ● Learning Logs ● Presentation (PPT/Prezi..) ● Problem solving ● Quiz/problem solving ● Vocabulary notebook ● Project ● Videos and audio recordings ● Practical task
Observation ● Checklist/Feedback for group discussion ● Peer rating on presentations ● Teacher anecdotal feedback ● Teacher feedback for a task ● Teacher rating for a task ● Whole class discussion	**Observation** ● Class discussions ● Demonstrations ● Informal debate ● Performance tasks ● Presentations
Conversation ● Student teacher conversations ● Questioning ● Moderated group discussions ● Peer-Oral feedback	**Conversation** ● Brainstorming ● Debate ● Focused Conversations ● Oral pre-tests ● Oral quizzes ● Interviews ● Pair work ● Group work ● Portfolio conferencing ● Student teacher conferences

Considerations for Program Planning

- Individual Education Plan: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through tutoring.

- The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- English As a Second Language (ESL): Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English.

- Programs will involve an open, collaborative, activity-based approach to teaching that accommodates students' interests, aspirations, and learning styles. Activities will be designed to include both individual and team approaches, with emphasis on equity and inclusive education, financial literacy, careers, and health and safety.

Technological Devices:

Any device with Windows 8 or newer will work on the software used for all courses.

For Online courses, electronic devices are necessary to access the course content and lessons. However, it is strongly recommended that students use other means such as paper and pencil when comprehension skills are required.

CWEC supports the use of technology to enhance learning, but the use of such electronic technology in the classroom is at the discretion of the teacher. Working together we can ensure the appropriate use of technology by all members of our school community.