

Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: Academic English

Grade Level: GRADE 10

Ministry Course Code: ENG 2D

Teacher's Name: Brad Keen

Developed by: Darren Smith

Date: November 2008

Revision Date: September 2009

Developed from: The Ontario Curriculum, Grades 9 and 10, English, 2007

Profile Name: Based on Course Profile, English, Grade 10 Academic (*Public*)

Prerequisite: ENG1D

Credits: 1

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/rationale

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary 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. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Overall Curriculum Expectations

ORAL COMMUNICATION

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

MEDIA STUDIES

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 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.

WRITING

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- 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

READING AND LITERATURE STUDIES

- read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

Course Content

<i>Unit</i>	<i>Length</i>
Unit 1 Beauty and the Beast	23 hours
Unit 2 Voices	22 hours
Unit 3 Diversity	17 hours
Unit 4 Interactions	26 hours
Unit 5 Independence	13 hours
Total	110 hours

Unit Descriptions

As part of the introduction to the course, students read and discuss the course outline and expectations, and complete diagnostic assessments in language, reading, and writing. These include a speech, an informal essay about their career as a reader, and a letter to the teacher describing their personal goals for the course. After an introduction to the Independent Reading component of the course, they choose a book for their independent reading connected to the theme “Beauty and the Beast” in preparation for Unit 5. Students begin a reading response journal and conference with their teacher.

Students explore the similarities and differences between poetry and prose in short works and in a series of linked poems and chapters in the novel *Lord of the Flies*. For the last eight chapters of the novel, students present their understanding of topics and themes of their chapter in an oral presentation to the class. They present and explain topic webs, demonstrate the poetic aspects of the writer’s style by shaping a found poem from the text, and link a modern song to the chapter. As well, they write poems connected to the themes of the chapters. Using computers, they prepare an anthology of their own poems and dialogues, with a title page and an introduction. After the presentations, students write a comparison essay.

Unit 2: Voices

Students explore the web of issues that surrounds them through the examination of literature, informational texts, and media. They analyse a number of arguments to determine their effectiveness and explore their own value systems and the value systems of others. With the assistance of the teacher librarian they use research skills to gather information to support their arguments. Through the use of rhetorical devices and persuasive techniques, students develop their argumentative skills in both oral and written form. They make arguments through a variety of products such as journal responses, outlines, role playing, and persuasive essays. They participate in a final task, a formal debate.

Unit 3: Diversity

Students analyse literary, mythic, and media works to explore and interpret our multicultural society. They read and write frequently at home and at school for both formative and summative purposes. To begin the unit, students write a number of journal responses exploring their perceptions of issues such as belonging, power, privilege, and identity. They write analyses of pattern, purpose, and characteristics in myths, legends, and stories. They make a creative oral presentation on modern short stories based on the

critical and analytical skills developed in this task. Students also analyse modern dramas and sitcoms and write a review applying their emerging knowledge, values, and beliefs. Finally, students design a multigenre anthology in which they make creative decisions about point of view, format, and stylistic conventions. The anthology comprises a television review, a myth, and a final journal entry. Students continue the Independent Reading component begun in Unit 1 by reading a book connected to the theme “Diversity” in preparation for Unit 5. They maintain their reading response journal and conference with the teacher.

Unit 4: Interactions

The literature focus of this unit is the Shakespearean play *Romeo and Juliet*, which provides an historical work, a drama, and poetry all in one. The writing focus is the writing of clear, well-supported paragraphs and written personal response. Students demonstrate their understanding of relationships through a range of responses, including guided personal responses, class discussion, written paragraphs, and oral and dramatic presentations. The language focus on speaking culminates in groups of students dramatizing and analysing a scene from the play. The students practice an in-class essay in preparation for the final written examination.

Unit 5: Independence

The Independent Reading component runs concurrently through Units 1, 2, 3, and 4.

As part of the course introduction, students describe their own careers as readers in a written essay.

During Units 1, 2, and 3, students develop their reading skills by reading books connected to the themes of the units, by maintaining a weekly reading response journal, and by participating in conferences with the teacher. Students hand in their reading response journals and complete two polished written pieces, an oral book talk, and a media display on their independently chosen books.

In this unit students publicize and participate in a Book Festival, a public demonstration of their achievement of the overall and specific expectations for this course.

Teaching/Learning Strategies

Language is best learned through activities that present stimulating ideas, issues, and themes meaningful to students. Teachers must use a rich variety of teaching/learning activities in all English programs to accommodate the diverse learning styles of students. They should select classroom activities that are based on an assessment of students’ individual needs, proven learning theory and best practice.

The units and culminating activities reflect the research on Multiple Intelligences (e.g., *Frames of Mind*, Howard Gardner) which encourages the development of linguistic, mathematical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and natural intelligences. It is important for students to have access to a variety of opportunities to present what they know according to their talents or intelligences. Such an approach builds on student interests and talent necessary to make English a highly engaging course.

Evaluation

The student’s final grade for the course will be determined as outlines in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students’ ***most consistent level of***

achievement throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details	Weighting (%)	
Formative (70%)	Knowledge/ Understanding	- Exposure to a verity of texts - Engaging in creative and formative writing - Understanding Literary convections, theories and terms.	13%	
	Thinking/ Inquiry	-Gathering and oragnizing information - Learning to critically analyse, and evaluate texts	19%	
	Communication	- Expressions of point of view - Demonstrates proper use of spelling and grammar and punctuation	19%	
	Application	- Applies and transfers of skill to familiar and new contexts, such as questions, essay writing, creative writing, power point presentations and journal writing.	19%	
Summative (30%)	Culminating Activity	Literary Essay comparing Lord of the flies, Hamlet and one text of their own choosing from the course. (Eg, poems, essays or short stories)	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
	Final Exam	Expected components of a final English exam: sight passages, reflective writing assignment, and questions that pertain to material covered in course and permit students opportunity to demonstrate application of concepts	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
TOTAL			100%	

Assessment/Evaluation Strategies

The following list indicates the manner in which students will have opportunity to respond and manifest understanding, insight and ability to apply concepts and techniques.

Reading various poems	Independent research	Directed Reading Activities
Reading various short stories	Direct Instruction	Dramatic Monologue
Independent Study	Writing Processes	Writing to Learn
Journal writing	Portfolio	Report
Conferencing	Reading novel	Multimedia Presentations
Creative Writing	Guided Internet Research	Guided Writing
Note Making	Visual Stimuli	Reading Responses

Resources

Golding, William. Lord of the Flies (Casebook Edition) Perigee Trade; Casebook Ed edition September 1, 1987.

Hook, Harry. William Golding's Lord of the Flies(DVD) 1996.

Luhrmann, Baz, William Shakespear's Romeo and Juliet (The Music edition DVD) 1996.

Shakespear, William. Romeo and Juliet.(Folger Shakespear Library) Washington Square Press, January 1 2004.

Stevens, J. Best Canadian Short Stories. Bantam, Books Canada 1986.

Program Planning

This course is presented online to students in a number of communities. Understanding how to use computers and appropriate learning software is something most students will have become quite familiar with by the time they reach this level. Consideration has been given in planning this course to both the nature of the learner and the medium by which the course is presented.

Special care has been given to the concept of literacy. This is not an idle word nor a characteristic that is attained without diligent effort. To learn to read well, one must read much, read with understanding and have opportunity to recognize that literacy has particular ramifications for one's future as well as one's present. To that end, opportunity has been provided for readers to apply ideas encountered in their reading to their individual and community lives.

Students have access to mentors in their individual classrooms who are qualified to assist when difficulties are encountered. Always, the instructor is never more than a telephone call or an email away.