

COURSE OUTLINE

Department Name: *English*

Ministry of Education Course Title: *Applied English*

Grade Level: *10*

Ministry Course Code: *ENG2P*

Teacher's Name: Brad Keen

Developed by: Claire Piercey Date: March 2007

Revised by: Brad Keen Date: September 2009

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

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

Prerequisite: ENG1P

Credits: 1.0

Length: 110 hours

Principal's Name: Freda Kenny

Principal's Approval (signature)

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 secondary school and daily life. Students will study and create a variety of informational, literary, and graphic 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. Prerequisite: English, Grade 9, Academic or Applied

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.

Reading and Literature Studies

- read and demonstrate an understanding of a variety of informational, literary, 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

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 informational, literary, 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.

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.

Course Content

| <i>Unit</i> | <i>Length</i> |
|-----------------------------|------------------|
| Unit 1: Hold Fast to Dreams | 23 hours |
| Unit 2: Voices | 24 hours |
| Unit 3: Diversity | 24 hours |
| Unit 4: Interactions | 25 hours |
| Unit 5: Independence | 14 hours |
| Total | 110 hours |

Unit Descriptions

Unit 1 - Hold Fast to Dreams

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 careers as readers, 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 also choose a book for their independent reading connected to the theme “Hold Fast to Dreams” in preparation for Unit 5. Students begin a reading response journal, and conference with their teacher.

Students read aloud the script of *The Melville Boys*, with effective use of voice. Students complete a variety of responses to the play. They write well-constructed paragraphs and scripts for an audio-dramatization of a new scene for the play. Groups of students prepare and tape an audio-dramatization of a script, including appropriate sound effects, theme song, or poem.

Unit 2- Voices

Grade 10 students in the applied course are increasingly aware of the issues surrounding them in their daily lives. The Voices unit is designed to encourage students to find their unique voices, determine their viewpoints, and develop argumentative skills which will inspire and encourage expression that is logical, coherent, persuasive and mature. “Voices” encourages students to analyse their own and others’ perspectives and to appreciate the different voices that unite to represent society’s multi-layered perceptions. The unit equips students with the tools they need to present their positions persuasively in oral and written format and to clarify their own opinions about a variety of issues. “Voices” addresses Grade 10 students’ growing responsibilities to establish independent opinions and take participatory roles in society’s decision-making processes in order to become active members of society.

Unit 3- Diversity

Students want to make sense of the world around them so that they feel that they belong. Through the examination of patterns, students explore and analyse issues of inclusion and exclusion. Examining literary, media, and stories gives students the opportunity to explore the impact of exclusion and the power of inclusion. Students learn how misconceptions and stereotypes about human diversity help to maintain hurtful practices. Through the critical analysis of these texts, students explore their underlying assumptions, values, and beliefs. These skills and tools give students the ability to become caring,

compassionate, and creative individuals in our global community. The power of literature gives students the opportunity to predict solutions to the negative consequences of stereotyping. In essence, students learn that human diversity is a strength and that there is unity in diversity. Students attain this perspective by being exposed to literature and non-fiction and real life situations which explore human diversity.

Unit 4- Interactions

Interactions uses articles, essays and short stories to meet the Literature Studies and Reading expectations. Students practise writing personal responses and an essay to meet the Writing expectations. Students need to develop their interpersonal intelligence in order to understand with more insight how people interact with one another and why. “The core capacity here is the ability to notice and make distinctions among other individuals, and, in particular, among their moods, temperaments, motivations, and intentions” (Howard Gardner, *Frames of Mind*, New York, BasicBooks, 1991, p. 239). Students also need to clarify their expectations of relationships in their own lives, and reflect on their own values. In this unit, they develop their ability to express their own opinions in preparation for the real world. By studying characters and their relationships within articles, short stories and the novel students develop their ability to analyse personalities, their relationships and their actions in literature and in life.

Unit 5- Independence

“To read and demonstrate an understanding of a range of literary and informational texts”, students need to be reading every day, discussing what they are reading with the teacher and their peers, and writing often about their perceptions about their reading.

This profile is designed to encourage a habit of independent reading among students. By being assigned daily reading in class, students develop a reading habit. During this time, the teacher provides appropriate questions to ensure attention to what is being read, comprehension of the text, and reflection on what has occurred. By reading for homework, students extend the classroom reading habit into their personal lives. While reading their books, stories and articles, students write almost daily reading responses. These daily involvements lead to the conclusion of the course where students are challenged to read two novels; the first with guided questions, the second entirely on their own. Their ability to understand longer works and present their thoughts in such a way as to motivate peers to read same becomes the culminating activity of this unit. During the activity, students demonstrate their knowledge and understanding, their thinking skills, their communication skills, and their application of their knowledge as they present their books to an audience.

In a final written examination students demonstrate their acquired and honed skills in reading and writing.

Teaching/Learning Strategies

Language is best learned through activities that present stimulating ideas, issues, and themes that are 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 in this profile 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 outlined 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 | Structured reading, response to reading, comprehension questions, vocabulary and writing exercises | | 13% |
| | Thinking/ Inquiry | Recognition of relevant thematic issues through responses to inquiries, writing of paragraphs and essays, completion of various assignments, and research | | 19% |
| | Communication | Regular, almost daily, responses to reading and completion of writing activities | | 19% |
| | Application | Manifesting understanding and application of themes in a variety of literary formats: responses to questions, paragraph and essay writing, speech writing, dialogue, power point presentation | | 19% |
| Summative (30%) | Culminating Activity (15%) | Power Point or Slide Presentation with books read in the course as the focal point of a peer enticement to read | Knowledge/ Understanding | 3% |
| | | | Thinking/ Inquiry | 4% |
| | | | Communication | 4% |
| | | | Application | 4% |
| | Final Exam (15%) | 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.

- Response to questions
- Application of ideas to community life
- Writing Essays
- Tests
- Writing paragraphs
- Comprehension exercises
- Researching
- Writing a speech

- Create a scene for a play
- Rewrite (in the manner of fan fiction) a portion of an author's story
- Vocabulary building through defining words and using them in context in a sentence
- Creation of Venn Diagram
- Prediction of events in literature
- Completion of charts
- Comparison/contrast in writing
- Description
- Reflective response to articles
- Writing dialogue
- Power point presentation

Resources

Changes: anthology, Prentice-Hall Canada Inc., Scarborough, Ontario, 1993.

The Melville Boys, Norm Foster, Playwrights Canada Press, Toronto, Ontario, 1984.

Boy: Tales of Childhood, Roald Dahl, Penguin Putnam Inc. New York, NY, 1999

The Call of the Wild, Jack London, Scholastic Inc., New York, NY, 2000.

The Old Man and the Sea, Ernest Hemingway, Simon and Schuster, New York, NY, 1995.

Internet Resources: newspapers, magazines, online news, dictionary, encyclopedia

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.