

SOUTH CARLETON HIGH SCHOOL

Ottawa-Carleton District School Board

STUDENT OUTLINE**ENG2P**

Grade Ten English

Applied

Credit Value: 1.0

Hours: 110

Prerequisite: ENG1D/1P

Course Overview

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.

By the end of the course, students will:

- be able to communicate effectively through various writing styles
- understand basic literary concepts
- be able to listen effectively
- be able to communicate orally in formal and informal situations
- be able to write in clear and concise standard English
- be able to demonstrate effective library research skills

Specific Expectations

Unit Title	Specific Expectations (Please note these are only some of the expectations per unit)	Approximate Timelines
Short Stories, Essays, Poetry & Drama	1.1 read several different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading 1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts 1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts	5-6 weeks
Novel	1.3 identify the important ideas and supporting details in both simple and complex texts	5 weeks
Media	1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power 3.1 describe the topic, purpose, and audience for media texts they plan to create, and identify specific challenges they may face in achieving their purpose	3 weeks
Summative	1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate 2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their	3 weeks

	writing clear and vivid for their intended audience	
Writing and Grammar	<p>1.1 identify the topic, purpose, and audience for several different types of writing tasks</p> <p>1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task</p> <p>2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making logical transitions between ideas</p>	ongoing

For additional information, please consult the Ontario Curriculum at www.edu.gov.on.ca/eng/curriculum/secondary/

Accommodations for Exceptional Students

The English Department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

Teaching Strategies

A variety of instructional methods will be employed ranging from teacher-directed learning to small group collaborative learning. Use of the Library will focus on research skills and information retrieval. Students will be encouraged to make use of computers and the computer lab for written work and word processing.

Resources/Textbooks/Technological Integration

Short Stories/ Poetry:	<i>Crossroads, Impact</i>
Novel:	<i>Shattered</i> <i>No Signature</i> <i>Z For Zachariah</i>
Drama:	To be determined
Media:	<i>Crossroads</i> ; magazine, newspaper and visual media will be examined as well

Evaluation

<u>Final Report:</u>		
	Term	70%
	Summative Task	<u>30%</u>
		100%
<u>Key Evaluation Dates:</u>		
English summatives will be due within the school's Summative and Evaluation Period in January and June. Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.		

More information on South Carleton High School's policy on **Assessment and Evaluation** and on **Academic Integrity** can be accessed on our school website.