

**York Region District School Board**  
**The Dr. G. W. Williams Secondary School**  
Personalized Alternative Education Department  
**Grade Ten Applied English(ENG1P)**  
Subject Head: C. Cluff

**Credit Value:** 1 Credit **Prerequisite:** None **Course Fee:** None

**Curriculum Policy Document:** *English, The Ontario Curriculum, Grades 9 and 10, 2007, revised*

**Department:** English

**Course Description:**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

**Units of Study:**

**1-Narrative Forms and Voices**

Students will develop an understanding of the conventions of narrative literature and language. They will read and study a range of short narratives. They will apply appropriate strategies such as predicting and contextual clues to read, understand, and interpret narrative texts. They will use their knowledge of the elements of the narrative, such as plot, character, setting, theme, and mood to understand and interpret narrative texts. Students will demonstrate their understanding of narrative by recording their thoughts, ideas, and feelings in a variety of personal and interactive responses, and by creating and sharing their own narratives. The students will write descriptive and expository paragraphs, which provide a foundation for writing five-paragraph essays. On-going personal reading and writing are essential for students to develop mature communication skills.

**2- Poetic Forms and Voices**

Students will read and study a variety of poetic forms and learn to identify certain types of poems: prose poems, limericks, concrete poems, found poems, lyrics, haiku, and songs. They will apply appropriate strategies to read, understand, and interpret poetic texts. They will learn to understand the value of sound devices in creating powerful poetry and will understand the importance of figurative language and appeals to the senses. During this unit, the students will demonstrate their understanding of poetry by recording their responses to poems in their response journals, by participating in class poetry activities and readings, and by creating a personal portfolio, media product, or collection of original poems.

**3- Dramatic Forms and Voices**

Students will identify, analyze and interpret the elements of dramatic structure, character and characterization, theme, and stylistic features of drama, including movement and voice. They will understand the importance of the social, cultural, and political context in which a dramatic work was created. The students will use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer's ability to integrate all elements of drama to create a complex, stimulating, and satisfying work of literature. They will demonstrate their understanding by recording their thoughts, feelings, and ideas about the characters, conflicts, and themes of the work in a variety of personal and interactive responses, by writing a personal response, by rehearsing and performing a dramatic scene,

or by creating and sharing a media work.

#### **4- Informational Forms and Voices**

The students will develop an understanding of the conventions and language of informational texts. They will read and study a variety of informational texts, including reports, surveys, letters, journals, and memoirs, and other media works. They will develop strategies to understand and interpret texts effectively, and learn to distinguish between fact and opinion, and to identify bias. The students will understand how the background of an author and the backgrounds of the readers influence understanding. The students will learn how to gather, select, and use research data. They will create their own informational texts and presentations for a variety of purposes. The unit provides an opportunity to integrate learning across the curriculum.

#### **5- Finding Our Voices**

This is the culminating activity to practice the skills of narration, poetry, drama, media, and research. The students will move beyond their immediate personal experience to explore literature and media that reveal the stories, ideas, and opinions of other periods or other cultures. Students will develop and record, their thoughts, ideas and feelings about significant issues in a variety of personal responses, as well as exposition, creative works, and oral presentation. This unit is based on the class study of a novel chosen by the teacher.

### **Overall Course Expectations**

**By the end of this course, students will:**

#### **Oral Communication**

- **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- **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 situation

#### **Reading and Literature Studies**

- **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
- **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- **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**

- **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;

- **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- **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;
- **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**

- **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- **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;
- **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- **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.

### **Learning Skills: (abridged list from *Growing Success, 2010*)**

Learning Skills will be assessed, modelled, and reflected upon throughout the course. Students will be required to address several critical questions regarding their own development of essential learning skills and how effective use of learning skills impacts their learning process.

#### **Responsibility**

- completes and submits class work, homework, and assignments according to agreed-upon timelines
- takes responsibility for and manages own behaviour

#### **Organization**

- devises and follows a plan and process for completing work and tasks
- establishes priorities and manages time to complete tasks and achieve goals

#### **Independent Work**

- uses class time appropriately to complete tasks
- follows instructions with minimal supervision

#### **Collaboration**

- responds positively to the ideas, opinions, values, and traditions of others
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions

#### **Initiative**

- demonstrates the capacity for innovation and a willingness to take risks
- demonstrates curiosity and interest in learning

#### **Self-Regulation**

- sets own individual goals and monitors progress towards achieving them
- seeks clarification or assistance when needed

### **Assessment**

- *Diagnostic assessment* is used at the beginning of a unit to help determine a starting point for instruction.
- *Formative assessment* provides information to students, as they are learning and refining their skills.
- *Summative assessments* at the end of units and a course give students an opportunity to synthesize/apply/demonstrate their learning. Summative assessments are counted toward the student's final mark.

<b>Evaluation Breakdown:</b>		<b>+</b>	Course Culminating ISU 15%	
Knowledge / Understanding	17.5%		Course Culminating Exam	15%
Thinking / Inquiry	17.5%		<hr/>	
Communication	17.5%		<b>Final Mark</b>	<b>100%</b>
Application	17.5%		<hr/>	
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<b>Term Mark</b>	<b>70%</b>			

### Instructional Strategies:

Any course can offer traditional and creative approaches to learning. Current research indicates that students can learn more effectively if given time and opportunity (*Growing Success*, 2010)- teachers incorporate a wide variety of differentiated instructional methods to respond to the varied intelligences and needs of our school community. Students will, through a miscellany of activities, explore the various skills required in this course. As such, many instructional strategies, which include (but are not limited to):

- socratic learning
- concept attainment
- collaborative learning
- peer learning and assessment
- written and verbal reflection
- performance

When deemed appropriate, either through a student's IEP, or through in-class needs, alternate means of instruction and assessment will be used.