

York Region District School Board
The Dr. G. W. Williams Secondary School
Personalized Alternative Education Department
Grade Ten Applied English(ENG2P)
Subject Head: C. Cluff

Credit Value: 1 Credit **Prerequisite:** ENG1P **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 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.

Units of Study:

1-Relationships

You will study a play by Shakespeare, an essay on violence and a short story which will focus on parent-child bonds and romantic ties as well as personal and political attitudes. You will have the opportunity to assess the views of others through interviews and literary analysis. You will develop your writing skills through a variety of forms ranging from structured paragraphs and personal responses to a selection of media forms (comic strip, horoscope, letters, editorial and scripts).

2- Finding your Voice

Everyone has a valuable opinion that needs to be shared with others. This is how families are developed, communities emerge and countries are formed. Finding the right way to express these views and then to combine them in such a way that peace and civilization transpire in a productive way becomes the goal of many members of those families, communities or countries. As you observed in the previous unit, this task does not always move as successfully as one would hope. There are many factors that affect the success of the best of plans. In this unit, you will be given the opportunity to draw on various forms of expressing beliefs and of creating security within yourself as well as in the global communities. You will read a variety of informational and fictitious material dealing with disasters, self-esteem and values. You will learn how to use rhetorical devices like euphemisms, analogies, and other persuasive techniques while you create regimented pieces (i.e. descriptive paragraph, persuasive essay) and more personal writing (i.e. responses, eulogy).

3- Personal Journeys

In this unit you will study the novel *Tom Finder* by Canadian writer Martine Leavitt. The novel deals with a number of current and relevant issues, particularly that of runaway teens. Leavitt has also artfully integrated a connection to the Opera *The Magic Flute* by Mozart. *Tom Finder* won the Mr. Christie Book Award for Young Adult Fiction (Canada) and garnered the Benjamin Franklin Award (USA) from the Publishers Marketing Association. It was also nominated for the White Pine Book Award 2004, from the Ontario Library Association. The activities in Unit Three delve deeper into issues covered in Units One and Two, such as relationships, personal journeys, rights and freedoms.

4- All in the Family

Throughout the ENG2P course, you have studied a number of works under the theme of human rights and social issues. Unit 4 continues along the same theme, concentrating on your local area and current events. Since the focus is the local area, you will need to apprise yourself of current issues within the news/media such as newspapers, television and radio.

Overall Course Expectations

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 situations.

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.

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

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.