

York Region District School Board
The Dr. G.W. Williams Secondary School
English Department
Grade 10 Academic English
Course Outline

Credit Value: 1.0 (mandatory English credit)

Subject Head of English: Ms R. Solomon

Course Teachers: Ms Subramanian, Ms Vaillant

Course Description / Rationale:

The Grade 10 English course builds on the Grade 9 English course; it extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school programs. In the Grade 10 Academic course students study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and analyse and create effective media works. An important focus is the thoughtful use of spoken and written language.

Units of Study:

Unit 1: Non-Fiction Prose & Media Studies

Students develop an understanding of the conventions and language of informational texts.

Students read and analyze a variety of non-fiction texts, including argumentative, persuasive, reflective and expository essays, reports, letters, web sites, documentary film, and other media works. Students will communicate orally and in writing to practice their analysis skills, and create a media product to reflect a particular purpose.

Unit 2: The Journey of Self-Discovery

Students analyse literary and media works to explore and interpret our society. They read and write frequently at home and at school for both formative and summative purposes. They will read three novels of their own choice from an extensive selection. Differentiated responses to their personal reading will follow. These novels will be used as the primary sources for an independent culminating reading activity.

Unit 3: Interactions

The literature focus of this unit is the Shakespearean play *Macbeth*, which provides an historical work, a drama, and poetry all in one. Students demonstrate their understanding of the thematic concepts through a range of responses, including guided personal responses, class discussion, written paragraphs, and oral and dramatic presentations.

Unit 4: Independent Culminating Reading Activity (Ongoing)

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

As part of the course introduction, students reflect on their learning styles and may describe their own careers as readers in a written diagnostic essay. Students select a novel based on a protagonist's coming of age experience and the struggles which that entails. During the reading of the novel, students take notes and analyze quotations based on the literary elements of the novel: character, setting, conflict, point of view, symbols, and other stylistic devices. As well, they write reader response journals to reflect on their personal reading experience. Through the use of teacher-led lessons, exemplars, formative (peer and teacher) feedback, and process writing, students will produce a final argumentative literary essay.

Assessment and Evaluation:

Assessment is the systematic process of collecting information or evidence about student learning; evaluation is the judgment teachers make about the assessments of student learning based on established criteria. 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 although all assessments have impact towards that mark.

Term Work (70%)

Knowledge & Understanding	17%
Thinking	17%
Communication	18%
Application	18%

Culminating Performance Tasks (30%)

Novel Study: Notes & Journals (3%) , Literary Essay (7%)	10%
Media Product	5%
Written Exam	15%

Learning Skills:

Learning skills will be assessed throughout the semester and reported in the “learning skills” section of the report card. The following criteria will be used:

LEARNING SKILLS & WORK HABITS

SKILLS & HABITS	SAMPLE BEHAVIOURS/DESCRIPTORS (abridged list from <i>Growing Success, 2010</i>)
Responsibility	<ul style="list-style-type: none"> • completes and submits class work, homework, and assignments according to agreed-upon timelines • takes responsibility for and manages own behaviour
Organization	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • uses class time appropriately to complete tasks • follows instructions with minimal supervision
Collaboration	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • demonstrates the capacity for innovation and a willingness to take risks • demonstrates curiosity and interest in learning
Self-regulation	<ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed

Resource Texts and Materials:

Dramatic Text: William Shakespeare's Macbeth

Novel: 1 novel from the following – Catcher in the Rye, The Book Thief, Extremely Loud and Incredibly Close, A Complicated Kindness

Non-Fiction Prose: a selection of essays and journalistic articles

Course Notes:

The Grade 10 English Academic course prepares students for Grade 11 and 12 university courses. The Grade 10 English Applied course prepares students for Grade 11 and 12 college and workplace courses. The goal of both Grade 10 courses is the further development of language literacy skills. Both courses are grounded in a recognition of the importance, for all students, of language and literature in learning and everyday life.

OVERALL COURSE EXPECTATIONS**Literature Studies and Reading**

LIV.01D – read and demonstrate an understanding of a range of literary and informational texts, both contemporary and from historical periods;

LIV.02D – demonstrate an understanding of the elements of a range of literary and informational forms, with a focus on novels, poems, plays, and opinion pieces;

LIV.03D – identify and explain the effect of specific elements of style in a range of literary and informational texts

Writing

WRV.01D – use a range of print and electronic sources to gather information and explore ideas for written work;

WRV.02D – identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice;

WRV.03D – use a variety of organizational techniques to present ideas and information logically and coherently in written work;

WRV.04D – revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, coherence, and effective use of stylistic devices;

WRV.05Dn – edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate.

Language

LGV.01D – use knowledge of vocabulary and language conventions to speak, write, and read competently and effectively for a variety of purposes and audiences, using a level of language appropriate to the context;

LGV.02D – use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as dramatizing, presenting, and debating, for a variety of purposes and audiences.

Media Studies

MDV.01D – analyse a range of media forms to identify their elements, audiences, and production practices, and draw conclusions about how these factors shape media works;

MDV.02D - use knowledge of a range of media forms, purposes, and audiences to create media works, and use established criteria to assess the effectiveness of the works.

Ministry Course Documents can be accessed at:

<http://curriculum.org/csc/library/profiles/10/html/ENG2DP.htm>