

CANTERBURY HIGH SCHOOL
Ottawa-Carleton District School Board
English Department

Course Outline
2016-2017

Course Title: English (Academic)
Course Code: ENG2D
Prerequisite: ENG1D

Grade Level: 10
Credit Value: 1

COURSE OVERVIEW: 110 Hours

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication.

This course is intended to prepare students for the Grade 11 (University) English.

STRANDS

The following four strands run through this and every English course:

Oral Communication

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. 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

1. 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;
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Reading with Fluency: use knowledge of words and cueing systems to read fluently;
4. 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

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

2. 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;
3. 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;
4. 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

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
2. 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;
3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. 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 works.

COURSE CONTENT

Short Stories and Poetry (*Sightlines 10, Inside Poetry*)

Students study basic literary terminology (character, conflict, setting, theme, plot, point of view, conflict, and the like) as a means of examining short stories in this unit critically. Similar terminology for poetry (figurative language such as metaphor, simile, personification; sound devices such as rhyme, rhythm, and alliteration) will be used in the study of the poetry in this unit. If time permits, students may be able to write their own material.

Language Study (various texts and worksheet handouts)

The emphasis in this unit is on the correct use of Standard English in writing and must be based on identified student needs. It includes the identification of parts of speech, and the study of common spelling, punctuation, grammar, and sentence structure errors as revealed in student writing. The study of exemplary student writing is encouraged.

Novel Study (*Animal Farm, To Kill a Mockingbird, The Absolutely True Diary of a Part-Time Indian, Life of Pi* or another)

Literary terminology such as characterization, theme, setting, conflict, plot, and author's purpose will be used as a means of examining the assigned novel critically. Class discussion, homework, research assignments, and oral presentations may be used not only to analyse the text but also to understand the historical and socio-cultural context in which each novel is set. Themes developed in the novel create an environment to discuss literature and life experience. Research assignments in this unit familiarize students with library resources, the need for proper acknowledgement of sources, and the avoidance of plagiarism.

Shakespeare (*Romeo and Juliet* or *A Midsummer Night's Dream*)

This unit contains a media study component, and is intended to familiarize students with Shakespeare's life and work. More importantly, the unit stresses the critical understanding of the play's themes, structure, and purpose as tragedy or comedy. The correct understanding and application of such

terminology as allusion, dramatic irony, soliloquy, aside, rhyming couplet, iambic pentameter, character foil, crisis, climax, complication and denouement is direct outcome of this exploration. Oral communication (listening activities, dramatic readings and short student dramatic presentations, for example) are particularly stressed here.

Media Study (various texts)

Media study is a component of work in English, and may be done as a separate unit here, or incorporated into other units. The creation of media works (writing a tabloid newspaper, creating a contemporary news cast, magazine exploring relationships, storyboarding for script) is an important aspect of media study. Students will study media in order to explore relationships between form and content.

EVALUATION

Term Work

The English Department has streamlined the number of major evaluations for each course offered at Canterbury. The term work mark will be based on four major evaluations, each of which will be a rich task with a focus on the strands in the curriculum:

1. Oral Communication
2. Reading and Literature Studies
3. Writing
4. Media Studies

Based on the needs within each class and on differentiated instructional practices, classroom teachers will also assign other evaluations, not numbering more than four for the term. These evaluations will be more closely focused on one or two strands. Term Work comprises 70% of the final mark.

Summative Task

This culminating task done at the end of the term draws together all of the strands, with a particular focus on media literacy, critical literacy, and oral communication. The summative requires a multi-stage process approach to be effective and is worth 15% of the final mark.

Final Examination

The ENG 2D exam consists of a sight passage that will draw on knowledge of course material and will require students to demonstrate reading and writing skills. The exam is worth 15% of the final mark.

Students have a responsibility to submit assignments on time, meeting deadlines set by the classroom teacher. Refer to the Canterbury Student Planner for additional information on assessment and evaluation.

REFERENCES

Further information about the Ministry requirements for this course may be found at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

Canterbury High School will continue to create, maintain and support a positive learning environment that promotes a healthy and balanced lifestyle. Students will learn to self-assess wellness, to access appropriate resources and to develop strategies for resiliency. We believe student wellbeing is essential for strong academic achievement and confident participation in all aspects of life at school and beyond. Key instructional strategies to be used are goal-setting, time management, communication with all

stakeholders, frequent feedback, modelling of self-care, and fostering critical thinking skills as they relate to self-assessment, differentiated instruction, and meaningful homework.