

Canterbury High School
Ottawa-Carleton District School Board
English Department
Course Outline 2016-2017

Course Title: English Applied

Course Code: ENG2P

Prerequisite: English, Grade 9, Academic or Applied

Grade Level: 10

Credit Value: 1

Course Overview: 110 Hours

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.

Strands:

The following four strands (I-IV) 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

Fiction, non-fiction and informational texts:

Students will read and analyze various works of literary fiction and non-fiction such as short stories, poems, novels, scripts, plays, journalistic pieces, and graphic novels. Students will identify important ideas and supporting details, make and explain inferences, make connections between ideas and personal knowledge, experience and insights, as well as evaluate the effectiveness of both simple and complex texts. The study of the memoir A Long Way Gone as well as the graphic novel version of Shakespeare's play Romeo and Juliet will provide students with the opportunity to develop critical literacy. Comparisons between film versions of the play and the actual play will also be discussed.

Graphic Texts and Media Study:

Students will explore various media forms and graphic texts. Emphasis will be placed on both simple and complex texts. Students will analyze and demonstrate understanding of purpose and audience, the appropriate forms, conventions, and techniques through the study of various texts as well as through the creation of their own. Opportunity will also be given to students to reflect on the different strategies used in helping them interpret and create media texts.

Language Study throughout the semester:

The correct use of Standard English in writing will be explored through various texts and worksheet handouts. The study of exemplary student writing is encouraged.

Summative Assignments:

Summative assignments draw together all of the strands; the tasks will take the form of an individual graphic novel study with a research component and in-class tests/assignments. They require a multi-stage process approach which will be completed during class time. They are worth 30% of the final grade.

Term Work: Major Evaluations

The English Department has streamlined the number of major evaluations for each course offered at Canterbury. The term work mark will be based on 4 major evaluations, each of which will be a rich task with a focus on one of the strands in the curriculum:

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

Based on the needs within each class and on differentiated instructional practices, classroom teachers may also assign minor assessments/evaluations throughout the term. These minor assignments will be more closely focused on one or two strands, and the value of the assignments will not be as heavily weighted in the overall determination of the mark.

The final mark in English 2P is comprised of a term work component worth 70%, and the summative evaluations worth a further 30% of the final mark.

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>

Student Resources / Texts

Nelson's Literacy 10 (replacement cost \$25)

Pearson's Live Ink Series (replacement cost \$25)

Romeo and Juliet - Graphic Novel Version (replacement cost \$25)

A Long Way Gone (replacement cost \$20)

The Whale Rider (film)

Romeo and Juliet (film)

"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 well-being 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, communication with all stakeholders, frequent feedback, modeling of self-care, fostering critical thinking skills as they relate to self-assessment, differentiated instruction, and meaningful homework."