

GERALDTON COMPOSITE HIGH SCHOOL
English, Grade 10, Academic (ENG 2D) – COURSE OUTLINE

Teacher: Mr. S. Wilson

February 2012– June 2012

February , 2012

Dear Parent/Guardian:

I am your child's teacher for the Grade Ten Academic English course and I wanted to make you aware of some classroom and school-wide policies. I have included some day-to-day housekeeping issues below so that you are aware of my expectations. Please take the time to go over this course outline with your son or daughter to ensure they understand the requirements outlined below.

Students have a due date for assignments and will be provided with a reasonable amount of time to complete their work. If conflicts arise due to unforeseen circumstances it is expected that students or parents will communicate with the school as soon as possible. If a student is absent for any reason, I expect that the student will be responsible to find out what lessons and/or assignments were missed when they return. I am available most days during the lunchtime activity period to provide extra help and to provide a time to catch up on missed work.

Students are expected to be on time for class, with all required books and materials, ready for the day's work. Students arriving late are expected to get a late slip from the attendance office. Students arriving late for class more than three (3) times will be subject to the provisions of the school late policy. Prior to this, students may be counseled as to the importance of being on time for class, may serve detentions and will be required to catch up on missing work.

The first Progress Report will be in early March followed by a Parent's Night. At this time I will indicate how your child's progress is in each of the four Achievement Categories by providing them with a level along with a report on Learning Skills.

The Midterm Report Card will be sent home in mid-April, which will be comprised of a mark, along with another report on Learning Skills. The second Progress Report will follow in May.

If you have any questions at all during the semester regarding your son or daughter's progress, please feel free to call me at the school at 854-0130. I am very interested in keeping parents/guardians informed of their child's progress.

In addition I invite you and your child to regularly visit the class website, www.wilsonteacher.ca to find copies of assignments, a calendar and resources to assist with the course.

Thank you in advance for your cooperation.

Mr. S. Wilson.

_____ Student Signature
_____ Parent/Guardian Signature

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Curriculum Policy: The Ontario Curriculum: English, 2000

Prerequisite: ENG 1D – English, Grade 9, Academic. **Credit Value:** 1.0

Text: *Elements of English 10*. Harcourt 2001.

To Kill a Mockingbird, Harper Lee

Lord of the Flies, William Golding

Romeo & Juliet, William Shakespeare

- Additional resources and materials will be used throughout the course from a variety of sources including print, video and the Internet

Rationale:

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, plays, poems and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.

EVALUATION:

Type of Assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/Understanding	Tests/Quizzes, In-class assignments	20
	Thinking/Inquiry	Essays, Creative Writing, In-class assignments	15
	Application	Major assignments and unit culminating tasks, In-class assignments	20
	Communication	In-class assignments; oral presentations	15
Summative (30%)	Final Assessment	Final Exam	20
		Final Writing Assignment	10
Total (%)			100

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Overview of Course:

The following is a list of study areas in this course and the overall expectations that students should achieve by the end of this course.

1. 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.

2. Reading and Literature Studies

- **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, graphic, and literary 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.

3. 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, graphic, and literary 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.

4. 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.

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The Ontario Ministry of Education outlines learning skills that students are evaluating on throughout the year.

Learning Skill	Sample Behaviour
Responsibility	The student: <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: <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; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	The student: <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student: <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

This evaluation will be in the form of a letter designation as follows:

E=Excellent **G**=Good **S**=Satisfactory **N**=Needs Improvement

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UNITS:

Unit Number	Unit Title	Unit Length (Approx.)
Unit 1	Writing Effectively	2 weeks
Unit 2	Novel: <u>To Kill a Mockingbird</u>	4 weeks
Unit 3	Writing Creatively: Short Stories & Poetry	5 weeks
Unit 4	The Drama & Romance!: <i>Romeo & Juliet</i>	4 weeks
Unit 5	Novel: <u>The Lord of the Flies</u>	3 weeks
Unit 6	Literacy Development	Ongoing

SPECIFIC EXPECTATIONS:

- **Preparedness.** Students are expected to maintain a binder and notes organized according to their teacher’s instructions and will be checked regularly. Students are also expected to be on time for class with all required books, materials and pens, ready for the day’s work. Students arriving late, (more than 20 minutes) are expected to get a late slip from the office. Students may be responsible for making up time lost due to lateness in the form of detentions. Students who are habitually late will be subject to the school’s late policy.
- **Absences.** A student returning to class after any absence is expected to have an admit slip issued by the attendance office prior to the start of class. Exceptions are given due to school-related events, no buses due to weather or absences authorized by an outslip.
- **Silent Reading.** As literacy is a focus of this course, it is important for students to read on a regular basis. As such, students are required to bring in a **novel** for the in-class silent reading component of this course. The reading material is the student’s choice but must be appropriate for the class. This choice must be brought to class every day. Students may borrow books from the class library subject to the book-borrowing agreement and the approval of the teacher.
- **Students who miss class are expected to get that day’s assignment from another student or the teacher on their own.** If you know that you are going to be away, let me know in advance to avoid problems.
- **Late Assignments.** Students are given a fair and reasonable amount of time to complete assignments. Major assignments will be assigned a due date and a closure date, which occurs three days after the due date. This will be the final date that assignments may be submitted for assessment. If you find your schedule is busy or you need extra help see me sooner than later.
- **Plagiarism.** Familiarize yourself with the school’s Plagiarism Policy. I do check student work on a regular basis and plagiarism will at the very least result in a zero on a plagiarized assignment *even if it is just one paragraph!*

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I look forward to a productive and good term for all of us. If you have any questions at all during the semester regarding the course or your progress, please feel free to call me at the school at 854-0130 or make an appointment to see me.

In addition, students are recommended to regularly visit the course website, www.wilsonteacher.ca to find copies of assignments, schedules and resources to assist with the course.

Sincerely,

Mr. S. Wilson