

## COURSE INFORMATION SHEET

**DATE:**  
**SECONDARY SCHOOL:** Bishop Allen Academy  
**DEPARTMENT HEAD:**  
**TEACHER:**  
**DEPARTMENT:** ENGLISH



<b>CURRICULUM POLICY DOCUMENT</b>		The Ontario Curriculum, English, Grades 9 and 10, 1999	
<b>COURSE TITLE</b>	Grade 10 Academic English	<b>COURSE CODE</b>	ENG2D1
<b>PRE-REQUISITE</b>	ENG1D1	<b>GRADE &amp; TYPE</b>	10 Academic
<b>FULL YEAR / SEMESTER</b>	Semester One	<b>CREDIT VALUE</b>	1.0

COURSE DESCRIPTION
<p>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, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
<b>SHORT STORIES AND ESSAYS – EXAMINING THE CRAFT</b>	<b>20</b>	As the first unit, the examination of the short story lays the foundation of the course. Students will read and demonstrate their understanding of fiction beginning with the short story, through discussion and reflection that will foster their personal growth. Learning will be enriched by the inclusion of additional genres such as poetry and essays. This unit will include effective essay writing and a review of the writing process. Students will demonstrate their understanding through personal reflection, daily participation, class discussions, creative writing, analytical writing, daily reading and group work.
<b>THE NOVEL – THE KITE RUNNER</b>	<b>25</b>	In this unit, students will be given the opportunity to examine the novel critically within the context of their own lives by exploring values and related issues in the novel. The teacher will assist the student by providing activities that facilitate this exploration through group discussion, debate, presentations, journal writing and creative extension activities. The exploration will permit the students to examine their own lives in light of Gospel values.
<b>SHAKESPEAREAN DRAMA – MACBETH</b>	<b>30</b>	Students will expand and apply the skills learned thus far, through the study of drama. The students will interpret the elements of dramatic structure, character and characterization, theme, setting, and dramatic devices. They will learn about the context (social, cultural, and political) in which the literary work was created, and apply this knowledge to their study of the dramatic text. Students will also examine the sonnet. Students will demonstrate their understanding through reading, discussing, and analyzing the text, as well as through various creative activities (dramatic presentation, creative writing, and visual representations of major themes and symbols). When possible, the teachers will arrange a field trip to see a theatrical

		production.
<b>MEDIA STUDIES</b>	<b>20</b>	This unit builds upon students' media awareness. The purpose of this unit is to provide students with the tools to deconstruct the media in their search for personal truth, and a greater understanding of societal influences. Through the examination of advertising, print media, television, the Internet and the overall influence of the various media, students will become more discerning consumers.
<b>INDEPENDENT STUDY</b>	<b>15</b>	The Independent Study Project is a Culminating Activity that reinforces the skills and knowledge learned throughout the Grade 10 English course. Students will select a novel, prepare a Reading Log, and write an essay about their ISP novels. As a culminating activity connected to the Media Unit, students will prepare a Creative Media Product based on their ISP novels. Students will participate in a grade-wide Media Expo.

<b>STUDENT EVALUATION CRITERIA</b>				
<b>TERM – 70%</b>		<b>FINAL – 30%</b>		<b>FINAL REPORT CARD GRADE CALCULATION – 100%</b>
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>		<b>RELATIVE EMPHASIS / WEIGHTING</b>		<b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b>
<b>KNOWLEDGE/UNDERSTANDING</b>	15	Independent Study Project	15	
<b>INQUIRY/THINKING</b>	25	Final Exam	15	
<b>COMMUNICATION</b>	15			
<b>APPLICATION</b>	15			
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>	

<b>ASSESSMENT FORMAT USED</b>				
<b>WRITTEN</b>		<b>PERFORMANCE</b>		<b>OTHER</b>
Journals		Oral Presentations		ISP Essay Notes
Paragraphs		Tests / Quizzes		ISP Essay
Outlines		Demand Writing		Writing Process
Essays		Final Examination		
Creative Writing				

<b>RESOURCES</b>	
<b>ANTHOLOGY</b>	Hilker, Douglas, and Harper, Sue. <i>Elements of English 10</i> . Toronto: Harcourt Canada Ltd., 2000.
<b>SHAKESPEAREAN DRAMA</b>	Shakespeare, William. <i>Macbeth</i> . Edited by Margaret Kortés. Toronto: Harcourt Brace Canada, 1988.
<b>NOVEL</b>	Hosseini, Khaled. <i>The Kite Runner</i> .
<b>ADVANCED PLACEMENT MATERIALS</b>	Various materials published by The College Board.

<b>POLICIES &amp; PROCEDURES</b>	
<b>ATTENDANCE AND STUDENT RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>❖ Good <b>attendance</b> is essential for success. Absenteeism, for any reason, adversely affects a student's learning.</li> <li>❖ Students are responsible for maintaining a neat and up-to-date <b>notebook</b> in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations.</li> <li>❖ Students are expected to make a <b>positive contribution to both class discussions and group activities</b> in order to enhance their learning.</li> <li>❖ <b>Homework</b> is an important and necessary part of the learning process and <b>MUST</b> be completed on a regular basis.</li> <li>❖ Students who are <b>absent are responsible for acquiring any notes, handouts, assignments or due dates</b> distributed during an absence.</li> <li>❖ Students who are <b>absent for a presentation or test</b> must submit a <b>parental note on the day of their return to class</b>.</li> <li>❖ Students must be prepared to complete the missed assignment/test of the day of return.</li> <li>❖ Rescheduling of any missed conferences is at the discretion of the teacher.</li> <li>❖ <b>Additional assistance</b> is available on request or at the insistence of the teacher.</li> </ul>
<b>LATE POLICIES</b>	<ul style="list-style-type: none"> <li>❖ The English Department will follow the Bishop Allen Late Assignment Policy as outlined in the student agenda.</li> <li>❖ No assignment will be accepted once the class set has been graded and returned</li> </ul>
<b>PROCESS</b>	<ul style="list-style-type: none"> <li>❖ Process marks for all assignments are given for the quality of the process.</li> <li>❖ Any assignment submitted without process work will not be graded until process work is provided</li> <li>❖ Process work is to be submitted with the assignment on the due date.</li> <li>❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident.</li> <li>❖ Highlighted, pre-printed notes are not considered rough work.</li> <li>❖ For assignments with mandatory conferences, an incomplete conference will result in a mark of zero.</li> </ul>
<b>ACADEMIC DISHONESTY</b>	<ul style="list-style-type: none"> <li>❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment.</li> <li>❖ Any primary or secondary source material that is not documented correctly can be interpreted as plagiarism. This includes portions of or entire essays downloaded from the Internet, a sentence that is too close to the original source and not put in quotations, paraphrased material that is not documented, and submission of another student's work as one's own.</li> <li>❖ Students are expected to adhere to the MLA system of referencing.</li> <li>❖ The onus is on the student to prove that a questionable assignment is, in fact, his/her own and proper process work aids in eliminating doubt.</li> <li>❖ Students who are unfamiliar with the rules against plagiarism should consult their teacher or the Teacher-Librarian.</li> </ul>
<b>RECORD KEEPING</b>	<ul style="list-style-type: none"> <li>❖ Students are expected to submit an electronic copy of all formal assignments. These are to be kept on file in the English Department.</li> </ul>
<b>TEXTBOOKS</b>	<ul style="list-style-type: none"> <li>❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.</li> </ul>
<b>PARENT-TEACHER CONTACTS</b>	<ul style="list-style-type: none"> <li>❖ Parent-Teacher Interviews take place in November and April.</li> <li>❖ Telephone contacts with parents will be made as required.</li> </ul>
	<ul style="list-style-type: none"> <li>❖ For further information on Policies and Procedures, refer to the Bishop Allen Academy Student Agenda.</li> </ul>

<b>LEARNING SKILLS CRITERIA</b>	
<b>IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.</b>	
<b>E–EXCELLENT</b>	<b>G–GOOD</b>
<b>S–SATISFACTORY</b>	<b>N–NEEDS IMPROVEMENT</b>
<b>SKILL: WORKS INDEPENDENTLY</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>
<b>SKILL: ORGANIZATION</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>
<b>SKILL: INITIATIVE</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>	<ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>
<b>SKILL: TEAMWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul>
<b>SKILL: WORK HABITS/HOMEWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>	<ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>

**NOTE:** The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29*.