

## COURSE INFORMATION SHEET

**DATE:**  
**SECONDARY SCHOOL:** BISHOP ALLEN ACADEMY  
**DEPARTMENT HEAD:**  
**TEACHER:**  
**DEPARTMENT:** ENGLISH



CURRICULUM POLICY DOCUMENT			
<b>COURSE TITLE</b>	<b>Grade 10 Applied English</b>	<b>COURSE CODE</b>	<b>ENG 2P1</b>
<b>PRE-REQUISITE</b>	<b>Grade 9 Applied</b>	<b>GRADE &amp; TYPE</b>	<b>10 Applied</b>
<b>FULL YEAR / SEMESTER</b>	<b>Semester One</b>	<b>CREDIT VALUE</b>	<b>1.0 O.S.S.D</b>

<b>COURSE DESCRIPTION</b>
<p>This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Units will study novels, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.</p>

LISTED IN ORDER OF INSTRUCTIONAL DELIVERY		
STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
<b>SHORT STORIES/ NON-FICTION</b>	<b>20</b>	Students will study a variety of short stories and non-fiction pieces using a range of reading strategies. By the end of the course students will have extended their knowledge of plot structure, setting, character development, theme, point of view, as well as other literary terms.
<b>LITERACY</b>	<b>20</b>	Students develop reading and writing skills by completing practice tasks for the Ontario Secondary School Literacy Test. By the end of the course students will effectively use appropriate strategies to interpret literary, information and graphic texts. In addition, they will apply various writing strategies to complete a summary, an information paragraph, a newspaper article and an opinion essay.
<b>NOVEL STUDY: CRABBE, WILLIAM BELL</b>	<b>25</b>	Students will do an intensive novel study, completing comprehension chapter questions, participating in class discussions, as well as performing a variety of writing tasks (character sketch, dramatic dialogue, creative letter, Book of Wisdom, five paragraph essay). By the end of the unit students will relate literary experiences to personal experiences in completing the culminating activity.
<b>MEDIA STUDIES</b>	<b>10</b>	Students will examine a range of media forms in order to determine their elements, intended audiences, and production practices. By the end of the unit students will demonstrate critical thinking skills in interpreting and deconstructing media messages. Furthermore, they will apply their knowledge of media in creating and marketing a product targeted at a particular audience.

<b>SHAKESPEAREAN DRAMA – MACBETH</b>	<b>25</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>CULMINATING ACTIVITY</b>	<b>10</b>	Students will relate literary experiences in the novel <i>Crabbe</i> to personal experiences and apply creative thinking skills in order to meet the expectations for the culminating activity. A number of creative components (both written and visual) are required for this major assignment which students will complete by working in class as well as independently. The creative component will be coupled with a formal essay assignment to comprise the culminating activity unit.

<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>	<b>25</b>		<b>Culminating Activity</b>	<b>15</b>	
<b>INQUIRY/THINKING</b>	<b>15</b>		<b>Final Examination</b>	<b>15</b>	
<b>COMMUNICATION</b>	<b>15</b>				
<b>APPLICATION</b>	<b>15</b>				
<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>	
Newspaper Article		Quizzes		Literacy: Reading Tasks	
Information Paragraph		Unit Tests		- Graphic Texts	
Summary		Oral Presentations		- Literary Texts	
Opinion Paragraph		Dramatic Presentations		- Information Texts	
Character Sketch		Debate		Media Product Design	
Creative Writing Pieces		Final Examination		Ad Deconstruction	
Five Paragraph Essay				Culminating Activity	

<b>RESOURCES</b>	
<b>ANTHOLOGY</b>	Davies, Richard, Glen Kirkland, and Jeff Siamon, <i>Crossroads 10</i> . Vancouver: Gage Educational Publishing Company, 2000.
<b>NOVEL</b>	Bell, William, <i>Crabbe</i> . Toronto: Stoddart Publishing Ltd., 1986.
<b>PLAY</b>	Shakespeare, William. <i>Macbeth</i> . Oxford, Oxford UP, 2010.
<b>LITERACY DEVELOPMENT</b>	Haughian, Sheree and Cathy Zerbst, eds., <i>Language Power</i> . Vancouver: Gage Educational Publishing Company, 2000.
<b>LITERACY DEVELOPMENT</b>	Moore, John. <i>The Gr. 10 Test of Reading and Writing Workbook</i> . Hamilton: Tree House Press Inc., 2002.

<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>❖ Students must conference with the teacher before submitting a late assignment.</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 the process work is submitted.</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 be recorded as such in the process marks for the assignment.</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 might be asked to submit an electronic copy of their 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* .