

## English, Grade 10, Academic

**Course Title:** English

**Course Code:** ENG2D

**Grade:** 10

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisites:** ENG1D or ENG1P

**Curriculum Document:** [English, Revised \(2007\)](#)

**Course Developer:** Elyse Gosselin

**Department:** English

**Development Date:** September 2021

**Most Recent Revision Date:** September 2021

**Teacher(s):**

Elyse Gosselin      B. A., B. Ed., M. Ed., [OCT](#)

### Course Description:

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Unit Title and Description	Time Allocated
<p><b>Foundations</b></p> <p>This unit covers the basics of academic reading and writing. Reading comprehension strategies including active reading will be discussed. Students will also review the basics of sentence and paragraph composition, as well as the fundamentals of academic essay writing and MLA formatting. Students will hone these skills and then be evaluated with two main assessments: a reading comprehension exercise and a paragraph-writing assessment.</p>	10.5 Hours
<p><b>Short Stories</b></p> <p>Short story appreciation and analysis are the building blocks of this unit. Students will discuss various short story elements, including setting, plot (Freytag's Pyramid), characters, themes, and imagery, as well as literary devices like conflict, irony, motif, and allegory. Learning about these aspects of story-telling and story-writing while analyzing short stories is an excellent way to practise and strengthen active reading skills before tackling longer texts like a novel or play. Students will also practise their</p>	21 Hours

<p>academic writing skills in the form of an analysis essay, and they will also have the opportunity to write their own original short story.</p>	
<p><b>Animal Farm</b></p> <p>In this unit students will dive into a classic literary text – George Orwell’s <i>Animal Farm</i>. Written in 1945, Orwell himself describes the novel as a ‘satirical tale’ against Joseph Stalin and the communist regime in Russia (Soviet Union at the time). Controversy surrounded this novel when it was first published, but it has since been on several best novel lists and won the Retrospective Hugo Award in 1996. This unit will provide students with the opportunity to build on their existing reading skills and learn more about understanding, interpreting, and analyzing a longer text. Students will also learn about and practise the skill of researching, including incorporating scholarly resources into their formal writing. Students will complete a promotional media assessment as well as a formal essay-writing assessment.</p>	<p>15.75 Hours</p>
<p><b>Poetry</b></p> <p>What is it about poetry that sticks with us and lasts in our memory, sometimes longer than other texts we read? What is it about poetry that allows us to visualize a scene or emotion vividly just by the description? What makes poetry so special? This unit will give students an opportunity to explore a variety of poems and consider the answers to these questions. Students will learn about many poetic devices, as well as analyze and create original poems of their own. This unit also has a large lesson on spoken word poetry. Students will watch and analyze several excellent examples of spoken word poetry and will have the opportunity to try their hand at writing and performing their own spoken word poem. Students will also explore the skill of creating media presentations and using them to showcase their work.</p>	<p>31.5 Hours</p>
<p><b>The Miracle Worker</b></p> <p>In this unit, students will read <i>The Miracle Worker</i>, a play by William Gibson. The play is based on the true story of Helen Keller and her teacher, Annie Sullivan. Throughout the study of this text, students will explore stage and lighting directions and discuss how these play a role in their appreciation of and understanding of the play. Historical context will be discussed, and students will be encouraged to read the text with a critical eye. Students will also learn how to write a formal comparative essay in this unit, connecting the two main texts in this course under the theme of Proverbs 18:21 (NIV).</p>	<p>26.25 Hours</p>
<p><b>Final Assessment</b></p> <p>The final assessment for this course is a culminating portfolio assignment worth 5% of the student’s overall grade, an Independent Novel Study project worth 15% of the student’s overall grade, and an online exam worth 10% of the student’s final grade.</p>	<p>5 Hours</p>

**Overall Curriculum Expectations**

**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 literary, informational, 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 literary, informational, 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 texts.

### **Resources Required:**

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- A smart phone, camera, or similar device to record video and sound,
- A copy of the novel, *Animal Farm*, by George Orwell

## Teaching and Learning Strategies:

Students are exposed to a variety of genres throughout the course and develop skills to analyze and evaluate the effectiveness of texts which may include poems, short stories, myths, novels, non-fiction texts, plays, videos, and songs or other media texts from a wide range of cultures and time periods. Students identify and use various strategies including building vocabulary, learning to understand and use features and organization of texts, and developing knowledge of conventions. Throughout the course, students develop into stronger readers, writers, and oral communicators while making connections to the workplace and international events.

Teachers differentiate instruction to meet the diverse learning needs of students. Instructors also use electronic tools, including discussion boards, to assist students in reflecting on their learning and in setting goals for improvement in key areas while developing 21st century skills. These tools facilitate and support the editing and revising process for students as they create texts for different audiences and purposes.

- *Identifying and developing skills and strategies:* through modeling of effective skills, students learn to choose and utilize varied techniques to become effective readers, writers, and oral communicators.
- *Communicating:* several opportunities are provided for students to write and communicate orally.
- *Generating ideas and topics:* teachers encourage students to design their own approaches to the material by maintaining frequent (often daily) online communication with students, by allowing some freedom in how students respond to topics and questions, and by encouraging students' independent thinking through discussion posts.
- *Researching:* various approaches to researching are practiced. Students learn how to cite sources and provide a works cited page at the end of longer assignments using MLA formatting.
- *Thinking critically:* students learn to critically analyze texts and to use implied and stated evidence from texts to support their analyses. Students use their critical thinking skills to identify perspectives in texts, including biases that may be present.
- *Producing published work and making presentations:* students engage in the editing and revising process, including self-revision, peer revision, and teacher revision all of which strengthen texts with the aim to publish or present student work.
- *Reflecting:* through draft opportunities and other elements of the course, students reflect on the learning process, focus on areas for improvement, and make extensions between course content and their personal experiences.

## Assessment and Evaluation Strategies

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the

Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

### Program Planning Considerations

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

#### Program Planning Considerations

##### Students with Special Needs

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

### **English Language Learners**

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

### **Environmental Education**

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

### **Equity and Inclusive Education**

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

### **Financial Literacy Education**

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

### **The Role of Information and Communication Technology**

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

### **Career Education**

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

### **Health and Safety**

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.