Grade 10 Applied English (2015-16)

#  Mr. Bignell – [www.mrbignell.weebly.com](http://www.mrbignell.weebly.com) - Chris\_Bignell@wrdsb.on.ca

# 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 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.

# Identifying Information: Texts:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Title:** | Grade 10 Applied English |  | *Acceleration* | $9 |
| **Grade:** | 10 |  |
| **Course Type:** | Applied |  |
| **Course Hours:** | 110 Hours |  |
| **Course Code:** | ENG 2PI |  |
| **Credit Value:** | 1 |  |
| **Ministry Document:** | The Ontario Curriculum, Grades 9 and 10, Revised |  | Course texts must be returned by the end of the semester. Students are responsible for maintaining the condition of the texts assigned to them. Replacement charges apply for books not returned, or books returned in unusable condition. |

# Course Units:

|  |  |  |
| --- | --- | --- |
| **Unit #** | **Description** | **Weight** |
| **1** | **Narrative Structures** * Students will analyze a series of short narratives to develop their understanding of narratives, and literary devices. Students will also apply this analysis to various texts.
 | 15% |
| **2** | **Grammar*** Students will learn and apply language conventions with an emphasis on improving written communication.
 | 5% |
| **3** | **Novel Study*** Students will read *Acceleration*, and apply their understanding of narrative structures, critical reading, and bias.
 | 30% |
| **4** | **Persuasion*** Students will learn persuasion techniques and apply them to various contexts. Students will read various persuasive texts and analyze them for reliability and persuasive effect.
 | 20% |
| **5** | **Summative Project\Activity\Exam (30%)*** A final project or activity to demonstrate the students’ understanding of the course content, focusing on rhetorical structures, research, and communication.
* A final exam focusing on narrative structure.
 | 25% (summative project)5% (exam) |

# Essential Course Components:

An English student who demonstrates proficiency in **oral communication** will be able to…

1. Use a variety of **listening strategies** to **obtain** and **react** to critical information.
2. Use a variety of **speaking strategies** to present **prepared information** to **specific audiences**.

An English student who demonstrates proficiency in **reading and literature** will be able to…

1. **Read for meaning** and demonstrate understanding about **various archetypes** and **form arguments**.
2. Employ proper **research, citation methods, and organizational skills** to gain understanding on specific topics.

An English student who demonstrates proficiency in **writing** will be able to…

1. Utilize the **writing process**, refining work through various drafting stages.
2. Demonstrate an **understanding of various forms** of writing.

An English student who demonstrates proficiency in **media studies** will be able to…

1. Use media strategies to **inform and** **persuade the general public** about archetypes and controversies.

An English student who demonstrates proficiency in **metacognition** will be able to…

1. **Reflect** on strengths and weaknesses with the purpose of improving him/herself as communicator, reader, writer, and interpreter and producer of media texts.

# Procedures:

**Late and Missing Assignments:** It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the **learning skills** area of the report card. All of the above listed skills/assignments in the core elements checklist must be submitted and/or demonstrated in order to earn this credit.

**Attendance:** Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school’s attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.

**Cheating and Plagiarism:** It is important for students to do their own best work. Most assignments for this class are done within the classroom, observed by the teacher, and this helps to minimize the chances of cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:

1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student’s work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school’s progressive discipline process. Parents/guardians will be informed about the infraction and the consequences.

Please refer to your student handbook for more details on these policies and other academic procedures.

# Signatures:

Please sign below indicating you have read and understand the requirements for successful completion of this course.

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| --- | --- | --- |
|  |  |  |
| Student |  | Parent/Guardian |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Date |  | Date |