Grade 10 Applied English (2014-15)

#  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:

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| --- | --- | --- |
| **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.
 | 20% |
| **2** | **Grammar (ongoing)*** 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.
 | 25% |
| **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:

To be successful in this course you **must** be able to demonstrate **all** of the following skills:

* Use appropriate strategies to identify purposes and listening strategies while developing critical understanding of oral texts.
* Use effective speaking strategies, diction, and devices suitable to specific audiences.
* Use effective reading strategies to develop understanding of content, make inferences, extend understanding, and critically analyze and evaluate a variety of texts.
* Understand various textual forms and features, as well as elements of style.
* Develop vocabulary of familiar and unfamiliar terminology (ie. literary and poetic devices).
* Gather and organize information with an understanding of topic, purpose and audience.
* Use the writing process to several different forms, developing voice, fluency, and sentence craft.
* Demonstrate an understanding of correct use of mechanics through drafting and editing, and producing finished works.
* Interpret, analyze, and create complex media texts (their forms and techniques), developing an understanding of production, marketing, and audience.
* Reflect upon oral and listening strategies, reading strategies, writing strategies, and interpretation and creation strategies for media texts. Identify strengths and weaknesses to build communication skills.

# 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 |