Grade 10 Futures Forum Project (Careers, Civics, and English)

# Teacher: @MrBignell Website: http://MrBignell.weebly.com

All assignment sheets, calendars, and instructions are posted on the class website.

# Course Descriptions:

The Futures Forum is an inquiry-focused, project based, integrated approach to learning. It is focused on the development and implementation of an integrated grade 10 English, Careers, and Civics course where students will earn credits in all 3 courses.

**ENG 2DI:**

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.

**CHV 2OH:**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others’ ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

**GLC 2OI:**

This course teaches students how to develop and achieve goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. This course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

# Identifying Information: Texts:

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| --- | --- | --- | --- | --- |
| **Course Title:** | Futures Forum |  | *Elements of English 10**The Oxford Anthology of English Literature**Language and Writing 10*Romeo and JulietBook Club NovelsSelected essays, poems, short stories and media pieces. | $30$20$25$10Prices Vary |
| **Grade:** | 10 |  |
| **Course Type:** | Academic |  |
| **Course Hours:** | 220 Hours |  |
| **Course Code:** | Futures Forum(ENG 2DI, GLC 2OI, CHV 2OI) |
| **Ministry Document:** | Various Ontario Curricula |  |
|  |  |  | 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. |

# English Course Units:

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| --- | --- | --- |
| **Unit #** | **Description** | **Weight** |
|  | **Blog:** The student’s blog will be an ongoing project that integrates learning from all three courses.  | 10% |
| **1** | **Romeo & Juliet:** Students read and analyze *Romeo & Juliet*, analyze and perform scenes, write theme essays and create media pieces. | 20% |
| **2** | **Novel Study:** Students read and analyze longer and more complex texts, analyze prose, write prose appreciations and develop literary essay writing skills. | 20% |
| **3** | **Voice:** Students will develop an understanding of rhetorical devices that define the development of voice. They will analyze canonical works, and work to develop their own informal and formal voices. | 20% |
| **4** | **Culminating Assignment:** Students will create either a series of subject specific assignments, or one large assignment that encompasses the learning expectations of all the courses.  | 20 % |
|  | **Exam:** The final examination requires students to analyze a sight piece and make thematic connections with the works studied throughout the course. | 10% |

# Civics Course Units

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| **Unit #** | **Description** | **Weight** |
|  | **Blog:** The student’s blog will be an ongoing project that integrates learning from all three courses.  | 10% |
| **1** | **Introduction to Civics:** Students will have a brief introduction to the types and roles of government, and how the role of a citizen fits into this. | 10% |
| **2** | **Civic Mirror:** Students will simulate a nation within our classroom and learn about legislation, parliament, judicial oversight, and citizenship.  | 40% |
| **3** | **Globalization:** Students will learn how the interconnectedness of people and corporations can supersede the jurisdictions of local law.  | 10% |
| **4** | **Culminating Assignment:** Students will create either a series of subject specific assignments, or one large assignment that encompasses the learning expectations of all the courses.  | 30 % |

# Careers Course Units:

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| --- | --- | --- |
| **Unit #** | **Description** | **Weight** |
|  | **Blog:** The student’s blog will be an ongoing project that integrates learning from all three courses.  | 10% |
| **1** | **Who am I?:** Students will complete and reflect on a variety of self-assessments, and connect this information to their specific goals for the future. They will hand in a portfolio of classwork, and present their self-knowledge and goals. | 30% |
| **2** | **What are my Opportunities?:** Students will learn about the job search process, and use information from unit one to apply this knowledge to a realistic application scenario. They will hand in a portfolio of class work, and present a mock interview. | 30% |
| **4** | **Culminating Assignment:** Students will create either a series of subject specific assignments, or one large assignment that encompasses the learning expectations of all the courses.  | 30 % |

# Essential Course Components for English:

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

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

1. Use speaking skills and strategies to communicate with different audiences for a variety of purposes (focus on effective eye contact, voice, use of audio visuals and audience engagement).
2. Use rhetorical devices in writing pieces and in oral presentations.
3. Reflect on strengths and weaknesses in oral communication and plan effective strategies for improvement.

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

1. Read and demonstrate an understanding of a variety of literary, informational, and graphic texts.
2. Analyze prose and poetic pieces for voice, tone, diction, narrative elements, rhetorical devices, poetic devices, syntax, and structure.
3. Reflect on strengths and weaknesses in reading and literature and plan effective strategies for improvement.

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

1. Write formal theme paragraphs with proper quotation integration and documentation.
2. Write properly formatted literary essays (focus on correct citations and documentation).
3. Generate, gather and organize ideas and information to write for an intended purpose and audience. Draft and revise writing.
4. Use editing strategies and language conventions effectively and accurately.
5. Reflect on strengths and weaknesses in writing and plan effective strategies for improvement.

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

1. Create original media texts.
2. Read and demonstrate an understanding of a variety of media and graphic texts.
3. Reflect on strengths and weaknesses in media studies and plan effective strategies for improvement.

# Essential Course Components for Careers:

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

1. Complete a variety of self-assessments and use to describe personal characteristics
2. Complete a portfolio of notes, reflections, and self-assessments to assist in planning for the future
3. Assess transferable skills, create a plan to develop skills, and describe how these skills are applied at school and in the workplace
4. Complete research on Careers of interest and required Post-secondary education for these careers
5. Create a ‘Pathway Plan’ describing the education and work experience needed to enter Careers of interest
6. Analyze labour market trends and describe their effect on work opportunities
7. Showcase effective communication skills through creation of a cover letter, resume, interview presentation, and thank you note.

# Essential Course Components for Civics:

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

1. Demonstrate an understanding of the types and functions of government.
2. Demonstrate an awareness of the role of a citizen within personal, community, national, and global contexts.
3. Assume the role of a citizen, and demonstrate the appropriate critical thinking and actions.
4. Demonstrate an awareness of contrasting values, multiple perspectives, and differing purposes coexisting.
5. Demonstrate civic literacy skills, including inquiry, critical and creative thinking, decision making, conflict resolution, and collaboration.
6. Demonstrate an awareness of globalization, and how expanding corporations and NFPs affect governments.
7. Demonstrate an understanding of the various levels and roles of Canadian government, and the procedures of democracy.

# 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 essential course components listed above 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 |

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|  |  |  |
| Date |  | Date |