



# Pickering High School

"Enter to Learn... Go Forth to Serve."

## Course Description

ENG2D1/2DG – Grade 10, Academic English

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 analyze 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.

## Prerequisites / Recommended Courses

Grade 9 Academic (Recommended) or Applied English

## Curriculum Structure

|  |                            |
|--|----------------------------|
| Unit 1 – Short Stories Study & Essay Writing | Unit 4 – Drama Study       |
| Unit 2 – Poetry                              | Unit 5 – Independent Study |
| Unit 3 – Novel Study                         | Unit 6 – Media             |

## Assessment and Evaluation

Each unit is evaluated on the basis of the following four categories of achievement:

|                             |                      |
|-----------------------------|----------------------|
| Knowledge/Understanding 15% | Thinking/Inquiry 20% |
| Communication 20%           | Application 15%      |

Term work will account for 70% of the final grade and will include individual and group assignments (written, visual, multimedia), tests, quizzes, and presentations. The summative evaluation will account for 30% of the final grade and will include an Independent Study Unit.

Learning skills are assessed and reported separately from the curriculum expectations. Each student's performance in the areas of Responsibility; Organization; Independent Work; Collaboration; Initiative; and Self-Regulation will be monitored throughout the semester and reported on the midterm and final report cards.

## Classroom Requirements

Course Text(s): *Romeo and Juliet* by William Shakespeare  
*To Kill a Mockingbird* by Harper Lee/*The Catcher In The Rye* by J. D. Salinger  
*A Lucky Child* by Thomas Buergenthal/*The Hate U Give* by Angie Thomas  
*Sightlines 10* by Mary Crane, et al.

Replacement Costs: Paperback \$20; Hardcover \$30; Textbook \$60

Other: 3-ring binder with dividers and paper, pen, pencil, highlighters, erasers, correction tape, USB stick.

Remind: please download the Remind app or follow teacher instructions to subscribe via text message. When subscribing, use your first and last name ONLY; no initials or nicknames. If already subscribed and you are using initials or nicknames, please change to your first and last names.



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# Assignment Due Dates

|   | Evaluation Item                  | Description   | Category | Weight | Due Date               |
|---|----------------------------------|---|----------|--------|------------------------|
| 1 | Process Assignments              | Ongoing formative evaluations for various units. This may include essay process work, quizzes/tests, worksheets, blogs, novel book club, questions, etc.  | K/U      | 15     | TBA                    |
| 2 | Essay Skills Test                | Students will answer questions on correct style, form, and tone of an MLA-style essay.  | A        | 7.5    | Sep. 18, 2018          |
| 3 | Literary Essay                   | Students will draft a 5-paragraph literary essay that examines a short story. Students will draft an outline, rough copy, good copy, and Works Cited page. Essay must be submitted to TurnItIn.com on the due date.   | C        | 10     | Sep. 24, 2018          |
| 4 | Poetry Unit Test                 | Students will read two sight poems and interpret and analyze literary devices, poetic elements, and form.   | T/I      | 10     | Oct. 4, 2018           |
| 5 | Novel Close-Reading Presentation | Students will work in groups to examine a series of chapters to analyze language and literary elements, then demonstrate their findings in a creative assignment determined by the teacher.   | C        | 10     | Nov. 5-8, 2018         |
| 6 | <i>Romeo and Juliet</i> Test     | Students will write a well-structured paragraph analyzing literary elements (i.e., character, theme, setting, and/or motif) in <i>Romeo and Juliet</i> . They will also analyze quotations from the play.   | T/I      | 10     | Dec. 10, 2018          |
| 7 | ISU Essay                        | <b>Students will draft a 5 paragraph literary essay that examines a topic in their chosen ISU novel. Students will draft an outline, rough copy, good copy, and Works Cited page. Essay must be submitted to TurnItIn.com on the due date.</b>                | SUM      | 20     | <b>Dec. 17, 2018</b>   |
| 8 | ISU Presentation                 | <b>Students will give a presentation on their chosen ISU novel. They will research an adolescent issue and clearly examine how it develops a literary element in their ISU novel.</b>   | SUM      | 10     | <b>Jan. 7-11, 2019</b> |
| 9 | Media • Video on Trial           | Students will analyze a music video using Goodwin's Theory of Music Video Analysis. They will present their analysis throughout the video. Students will write a journal that reflects on their strengths, weaknesses, and the strategies they found helpful. | A        | 7.5    | Jan. 28-29, 2019       |

A=Application C=Communication K/U=Knowledge/Understanding T/I=Thinking/Inquiry

Course documents, the blog, extra help information, notices, and reminders can be found on my website at [www.topherdavis.com](http://www.topherdavis.com)

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From time to time, students will be required to reflect on specified topics and respond online. **Students will be expected to respond to the specified topic by 23:59 on the Friday night of the week the topic is assigned.**



Since the responses are a matter of opinion, first person is permitted. However, formal literary English must otherwise be used. Comments made by students are open to be responded to by other students, much like an in-class discussion.

Furthermore, due to the medium in which this forum will be held, it is necessary to establish defined parameters of etiquette. Remember that this blog is to be considered a form of educational discourse, where the input and opinions of classmates are to be valued and respected. This is not the appropriate forum for making personal comments toward others. There are to be no disparaging comments, profanity, or immature bickering. It is not acceptable in classroom discussions, and will not be tolerated in the blogs. A grade of zero (0) will be assigned to all parties engaging in such behaviour.

Students may **not** use the blog as a sounding board to write any concerns, questions, or suggestions directly to the teacher. For such items, please use the Email link on the website or speak with the teacher directly.

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## Blog Evaluation Criteria

This is a process assignment, to develop skills that are necessary for any subject or course. Marks will be assigned as levels, from Levels 1 through 4. There will be a deduction for each infraction of any of the following criteria:

- (1) Entry must be posted **before 23:59** on the **Friday** of the week the topic has been initiated. A late submission will result in a double penalty, making the maximum achievement possible a Level 2.
- (2) Identity of student (first name and last initial; e.g., Chris D.) in the “Name” field with appropriate capitalization. Please be cognizant of sharing the same first name and last initial as another student in the class and differentiate as necessary.
- (3) Entries must be **150-250 words** in length per topic. Type response in a word processor first to get an accurate word count, then copy-paste it to the site for posting. This is exactly how your comment will be checked for word count.
- (4) Thoughtful response exhibiting **critical/higher order thinking** (asking and answering the hows and whys, and making relevant connections).
- (5) Use of formal academic English (no unnecessary contractions or colloquialisms) that has been spellchecked and reread for errors in language conventions.

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Student Information

| <b>Student Name:</b>   |        |  |   |
|--|--------|--|---|
| Birthday:  |        | Home Phone:  |   |
| I live with: <input type="checkbox"/> Both parents <input type="checkbox"/> Mom only <input type="checkbox"/> Dad only <input type="checkbox"/> Guardian(s)<br><input type="checkbox"/> Mom + Stepdad <input type="checkbox"/> Dad + Stepmom <input type="checkbox"/> On my own  |        |  |   |
| Primary language spoken at home?   |        |  |   |
| <b>Access to Technology (check all that apply)</b>   |        |  |   |
| At home: <input type="checkbox"/> computer <input type="checkbox"/> laptop <input type="checkbox"/> tablet <input type="checkbox"/> printer <input type="checkbox"/> Internet <input type="checkbox"/> cellphone <input type="checkbox"/> public library   |        |  |   |
| <b>Guardian 1 Name:</b>  |        | <b>Guardian 2 Name:</b>  |   |
| Work Phone:  |        | Work Phone:  |   |
| Cell Phone:  |        | Cell Phone:  |   |
| Email:   |        | Email:   |   |
| Courses  | Room # | Teacher  | Extracurricular, Out-of-School Activities/Work  |
| P1   |        |  | In-school: <input type="checkbox"/> Sport <input type="checkbox"/> Club   |
| P2   |        |  |   |
| P3   |        |  | Out-of-school: <input type="checkbox"/> Sport <input type="checkbox"/> Club <input type="checkbox"/> Job <input type="checkbox"/> Other |
| P4   |        |  |   |
| Previous Mark in This Subject:   |        | Previous Teacher:  |   |
| Career Goals:  |        |  |   |
| Strengths  |        | Areas of Need  |   |
| Favourite subject:   |        | Least favourite subject:                                       |   |
| Why?:  |        | Why?:  |   |
| How do you learn best ( <b>Learning Style</b> )?   |        | How can <b>I help you</b> be <b>successful</b> in this course? |   |
| <input type="checkbox"/> like to present <input type="checkbox"/> like discussions <input type="checkbox"/> know how to review/study <input type="checkbox"/> visual learner <input type="checkbox"/> take notes<br><input type="checkbox"/> independent learner <input type="checkbox"/> like working with others <input type="checkbox"/> like class time to work on assignments |        |  |   |
| What do you hope to get out of this course?  |        |  |   |
| Other information:   |        |  |   |