



ENG2L

Course Outline

English, Grade 10, Locally Developed (ENG2L)

W. Ross Macdonald School

Credit: 1.0

Teacher: Mr. Huffman

Prerequisite: Grade 9 English credit

Policy Documents

[Growing Success](#)

Course Description

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English, Grade 11, Workplace Preparation course.

The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking. Students reflect regularly upon their growth in these areas.

Overall Curriculum Expectations

Extending Listening and Talking Skills

Apply active listening strategies to gather information and ideas as they contribute to small group and class discussions;

Use talk to extend critical and creative thinking skills in small and large group interactions;

Contribute ideas and engage in thoughtful conversation in classroom activities;

Assess their growth as oral communicators and set goals for extending their talking and listening skills.

Extending Reading and Viewing Skills

Apply reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life, with an emphasis on increasing independence;

Read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;

Assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.

Extending Writing Skills

Apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;

Convey information and ideas with clarity and coherence in a variety of short print and non-print forms;

Assess their growth as writers and set goals for extending their writing skills.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning (not just assigning a grade). It is an ongoing process and students will be given a variety of different opportunities to demonstrate their learning across all four categories of the achievement chart (Knowledge, Thinking, Communication, Application). This may include daily class work, group work, journals, oral responses, portfolios, student/teacher conferencing and independent work/tests. In order for students to meet their learning goals, they will learn to use success criteria to critically evaluate their own work and will receive feedback from teachers and peers.

A final grade will assigned based the following:

Summative Assessment Tasks (70% of final grade)

Summative evaluation given to assignments, tests, quizzes, and projects during the year.

Final Summative Assessment Tasks and/or Culminating Activities (30% of final grade)

Learning Skills and Work Habits

The following learning skills will be assessed throughout the year: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation.

Performance will be evaluated by the following categories: Excellent, Good, Satisfactory, Needs Improvement.

Deadlines and Late Assignments

Students are responsible for completing all assignments by the assigned due date and making alternate arrangements for missed evaluations.

Homework

Homework may include practice of skills taught in class, preparation or extension of in-class work. Consistent homework completion is essential for student success and it is my expectation that it be completed.

Academic Honesty

Students are responsible for being academically honest in all aspects of their schoolwork.

Rules and Expectations

Regular attendance and punctuality are expected, as they contribute to success at school and are important requirements in the workplace. The classroom is ours, not mine, not yours. Respect your classmates, the instructor and the equipment in the classroom.