

**Guelph Collegiate Vocational Institute  
Upper Grand District School Board**  
Course Outline



**Department:** English

**Course Title:** Grade 10 Applied Level English

**Course Type:** Applied

**Grade:** 10

**Course Code:** ENG2P

**Credit Value:** 1

**Department Head:** Marna Krete

**Teachers:** Krete,

**Teacher email: (not mandatory)**

**Date of Development:** September 2015

**Curriculum Document:** (copy subject-specific document from secondary curriculum website <http://www.edu.gov.on.ca/eng/curriculum/secondary/>)

**Course Prerequisites/Corequisites:**  
ENG1P

**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.

## Term Work (70% of the final mark)

### Unit Title, Big Ideas, and Unit Culminating Tasks

#### Course Inquiry Questions:

1. How do we make good choices?
2. How are our choices a reflection of our character?
3. Where do stereotypes come from and why are they dangerous?

#### Unit 1: Short Stories

##### Big Ideas

- Our lives and perspectives can be determined by race, class, and gender.
- Writers use short story structures and literary devices to convey universal ideas.

##### Culminating Tasks

1. Short Story Test

#### Unit 2: Poetry

##### Big Ideas

1. Poets use various poetic devices to convey meaning.
2. Art is reflective of the artist.
3. Poetry is a valuable and relatable artform.
4. Anyone can write interesting poetry.

##### Culminating Tasks

1. Personal Poetry Portfolio
2. Poetry Test

#### Unit 3: *The Hunger Games*

##### Big Ideas

1. Our lives are often determined by external forces beyond our control.
2. Good intentions can still have bad consequences.
3. How do I organize my ideas into an essay?

##### Culminating Tasks

1. Hunger Games Test
2. Literary Essay

#### Unit 4: Play - *The Melville Boys*

##### Big Ideas

1. How are our lives determined by outside forces?
2. How is a play different from a novel or short story?

##### Culminating Tasks

1. Content and Quotations Test

**Unit 5: Civil Rights Unit**

Big Ideas

Our perceptions of culture and the truth is influenced by the media.

People will make sacrifices to protect their rights.

Culminating Tasks:

1. Civil Rights Poster

**Culminating Tasks/Exams (30% or the final mark)**

**Course Culminating Task/Exams and Description**

Culminating 15%- Independent Study Unit, Novel Study

Final Exam 15%- Based on course content and skills

Based on the range of students' learning needs, a selection from the strategies listed below may be utilized. Refer to [list of teaching and assessment strategies](#).

**Teaching Strategies:**

Scaffolding  
 Anchor Charts  
 Graphic Organizers  
 Think-Pair-Share  
 Guided Practice  
 Differentiated Instruction  
 Explicit Instruction

**Assessment and evaluation strategies:**

Quizzes  
 Tests  
 Teacher/Student Conference  
 Timed Exam  
 Creative Products  
 Feedback

**Textbooks/Learning Resource Materials (align with Policy 603)**

short stories  
 poetry  
 novels  
 media forms  
 news articles  
 documentaries

**Fees for Learning Materials/Activities**

Learning Materials/Activities	Cost
None	

Please refer to the [GCVI Student Handbook](#) for our school policies on:

- academic integrity
- late and missed assignments