



TORONTO WORLD SCHOOL

Department:	ENGLISH
Course Developer:	Simon Gallo
Development Date:	June 2024
Course Title:	English
Grade:	10
Course Type:	Academic
Course Code:	ENG2D
Credit Value:	1.0
Credit Hours:	110 Hours
Revised by:	Mizgin Semsur
Revision Date:	April 2025
Developed From: (revised)	The Ontario Curriculum Grade 9 and 10 English 2007
Prerequisite:	English Grade 9 De-streamed (ENG1W)

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 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.

OVERALL CURRICULUM EXPECTATIONS

Throughout the course, students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills. Evaluations will reflect each student's most consistent level of achievement. The overall learning expectations for this course are encompassed in the following strands:

ORAL COMMUNICATION

- 1. Listen to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 2. Speak to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3. Reflect on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES

- 1. Reading for Meaning:** read and demonstrate an understanding of a variety of literary informational, and graphic texts, using a range of strategies to construct meaning;
- 2. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;
- 3. Reading with Fluency:** use knowledge of works and cueing systems to read fluently;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading.

WRITING

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, use a variety of Literary, information, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

MEDIA STUDIES

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences; use appropriate forms, conventions, and techniques;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

OUTLINE OF COURSE CONTENT

UNIT	UNIT DESCRIPTION	HOURS
U1: Non-Fiction Texts	Throughout this unit, you will explore the powerful stories shared through non-fiction texts. You'll learn essential strategies for succeeding in an online learning environment, including how to avoid plagiarism, write engaging news reports, and craft compelling anecdotes and memoirs. This unit will also teach you how to tell stories visually through photographs and understand the key differences between biographies and autobiographies. Along the way, you'll reflect on your own growth as a reader and writer, enhancing your comprehension skills and developing a deeper appreciation for how real-world stories shape our understanding of ourselves and others. Unit 1 Assessment Of Learning - Photo Biography (P/C)	21 (6) Lessons
	In this unit, you'll immerse yourself in the world of fiction by reading, listening to, watching, and even creating songs, poetry, narratives, films, and short stories. You will explore the diverse techniques writers and creators use to tell fictional stories, and analyze how these methods capture readers' and viewers' imaginations. As you engage with a wide variety of fictional works, you'll not only learn to recognize storytelling strategies but also reflect on how these stories shape your understanding of yourself and the world. Throughout this journey, you'll search for answers to a central question about the powerful influence of fiction in our lives. Unit 2 Assessment of Learning: Writing a Short Story & Reflection (P)	25 (7) Lessons
	In this unit, you'll explore and evaluate a wide variety of performance texts, both fictional and non-fictional. You'll investigate how the books we read and the stories we perform shape our identities and influence our understanding of the world around us. Through engaging with rants, speeches, videos, treatments, storyboards, trailers, and pitches, you'll discover the power of performance to express ideas and persuade audiences. By the end of the unit, you will apply these insights to create and present a compelling pitch for your own movie concept, refining your persuasive techniques and storytelling skills along the way. Unit 3 Assessment of Learning: Pitch your Movie! (P/C) Unit 3 Assessment of Learning: Speech Writing & Presentation (P/O)	21 (5) Lessons

U4: Novel Study & Essay Writing	In this unit, you will dive into the world of novel reading as you prepare to craft a thoughtful literary essay. You will apply previously learned comprehension strategies to deepen your understanding of the text, while exploring how novels can inspire emotional and intellectual growth. You'll learn how to approach essay topics with clarity, construct meaningful sentences and paragraphs, and effectively organize your ideas to build persuasive arguments. By the end of this unit, you will not only understand how a well-written essay communicates purpose but also appreciate how novels can profoundly move and connect with readers, both academically and emotionally. Unit 4 Assessment of Learning: Analysis Essay (P) Unit 4 Assessment of Learning: TED Talk Presentation (O)	31 (5) Lessons
	Throughout this course, you've experienced and explored many diverse texts and enhanced your reading, writing, communication and media skills. In this final culminating task unit, you'll showcase what you've learned by selecting your preferred method of communication and articulating the growth you've experienced as a reader, thinker, writer, and listener. You will also reflect on the main idea: how do the texts with which we engage impact and influence us and our place in the world? You'll do this by selecting FIVE texts, two fiction & non fiction, and one performance text, and making connections between the texts and the core question. Culminating Activity - How Literature Shapes Us (P/O/C) Final Exam - Covering all overall curriculum expectations (P)	12 Hours
Total Hours		110

TEACHING STRATEGIES

Strategies marked with “x” are used in the course.	
Direct Instruction X Teacher modeling	X
Class Activity X Text-based modeling	X
Worksheets/Surveys X Use of Computers/Internet	X
Individual or Group Research X Journaling	X
Conferencing Teacher & Student X Reflecting on Strategies	X
Teacher reading to class X Personal Response	X

Silent individual reading X Guided Reading	X
Class Activity X Brainstorming	X
Independent Work X Editing/Revision	X
Use of Video and Audio materials	X

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product ☐ Journals/Letters/Emails (checklist) ☐ Learning Logs (anecdotal) ☐ Entrance tickets ☐ Exit tickets	Student Product ☐ Assignment ☐ Journals/Letters/Emails (checklist) ☐ Pre-tests (checklist/scale/rubric) ☐ Quizzes (scale/rubric) ☐ Rough drafts (checklist) ☐ Portfolios (rubric) ☐ Posters (rubric/scale) ☐ Graphic organizers (scale) ☐ Peer feedback (anecdotal/checklist) ☐ Reports (rubric) ☐ Essays (rubric) ☐ Webbing/Mapping (rubric/scale)	Student Product ☐ Assignment ☐ Journals/Letters/Emails (checklist) ☐ Tests (scale/rubric) ☐ Exam ☐ Rough drafts (rubric) ☐ Portfolio (rubric) ☐ Posters (rubric/scale) ☐ Graphic organizers (scale) ☐ Reports (rubric) ☐ Essays (rubric) ☐ Visual Thinking Networks (rubric)

	☐ Entrance ticket ☐ Vocabulary notebooks (anecdotal) ☐ Visual Thinking Networks (rubric)	
Observation ☐ Whole class discussions (anecdotal) ☐ Self-proofreading (checklist)	Observation ☐ Class discussions (anecdotal) ☐ Debate (rubric) ☐ PowerPoint presentations (rubric) ☐ Performance tasks (anecdotal/scale)	Observation ☐ Debate (rubric) ☐ PowerPoint presentations (rubric) ☐ Performance tasks (rubric)
Conversation ☐ Student teacher conferences (checklist) ☐ Small Group Discussions (checklist) ☐ Pair work (checklist) ☐ Debate (rubric)	Conversation ☐ Student teacher conferences (checklist) ☐ Small group discussions (checklist) ☐ Pair work (anecdotal) ☐ Peer-feedback (anecdotal) ☐ Peer-editing (anecdotal) ☐ Oral pre-tests (scale/rubric) ☐ Oral quizzes (scale/rubric)	Conversation ☐ Student teacher conferences (checklist) ☐ Question and Answer Session (rubric) ☐ Oral tests (scale/rubric) ☐ Oral Presentation

Online Activities (within LMS)	Offline Activities
Watching video lectures Watching additional resource videos Completing interactive activities Communicating with teachers Participating in virtual conferences Completing online quizzes	Reading materials for the course Reviewing materials for the course Completing assignments Completing practice activities Preparing presentations Reviewing for exams and unit tests

Reviewing peer submissions Submitting all AAL, AFL, & AOL Assessment and Evaluations	Researching topics on the internet Recording and producing presentations Practicing processes and skills Completing proctored unit tests and exams
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THE FINAL GRADE:

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English. Term work will be 70% of the overall grade for the course; the final evaluation will be 30%.

Percentage of Final Mark	Categories of Mark Breakdown
70% Term Work	Unit 1 9% Presentation OBSERVATION
	Unit 2 10% Assignment STUDENT PRODUCT
	Unit 3 10% Presentation OBSERVATION 13% Student/Teacher Conference CONVERSATION
	Unit 4 14% Presentation OBSERVATION 14% Assignment STUDENT PRODUCT
30% Final Evaluation	15% Student/Teacher Conference CONVERSATION
	15% Written Exam STUDENT PRODUCT

Within the 70% term mark and the 30% final mark, the breakdown of the achievement chart categories will be approximately 25% Knowledge/Understanding, Application 25%, Communication 25%, and Thinking/Inquiry 25%.

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement		
Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

Assessment of Learning Skills & Work Habits:

The following learning skills and work habits will be fostered throughout this course and assessed on the report card: responsibility, organization, independent work, collaboration, initiative, self-regulation. These skills will not be included as part of the final mark unless they are identified in the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to daily academic success and individual growth.

The following chart indicates the skills and look-fors for each student.

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement			
Responsibility				Organization	
- Fulfills responsibilities and commitments within the learning environment. - Completes and submits class work, homework, and assignments according to agreed-upon timelines. - Takes responsibility for and manages own behaviour.		- Devises and follows a plan and process for completing work and tasks. - Establishes priorities and manages time to complete tasks and achieve goals. - Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.			
Independent Work				Collaboration	
- Independently monitors, assesses, and revises plans to complete tasks and meet goals. - Uses class time appropriately to complete tasks. - Follows instructions with minimal supervision.		- Accepts various roles and an equitable share of work in a group. - Responds positively to the ideas, opinions, values, and traditions of others. - Builds healthy peer-to-peer relationships through personal and media-assisted interactions. - Works with others to resolve conflicts and build consensus to achieve group goals. - Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.			
Initiative				Self-Regulation	
- Looks for and acts on new ideas and opportunities for learning. - Demonstrates the capacity for innovation and a willingness to take risks. - Demonstrates curiosity and interest in learning. - Approaches new tasks with a positive attitude. - Recognizes and advocates appropriately for the rights of self and others.		- Sets own individual goals and monitors progress towards achieving them. - Seeks clarification or assistance when needed. - Assesses and reflects critically on own strengths, needs, and interests. - Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. - Perseveres and makes an effort when responding to challenges.			

The report card will therefore focus on two distinct but related aspects of student achievement; the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for the reporting of these two aspects.

Considerations for Program Planning

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development

of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings,

and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

First Nation, Métis and Inuit Education Policy Framework

The new First Nation, Métis and Inuit Education Policy Framework is a key part of the strategy. The framework includes approaches for schools and school boards that will boost Aboriginal student achievement, help close the gap in achievement between Aboriginal and non-Aboriginal students, and improving students' literacy and numeracy skills, training teachers in teaching methods that are appropriate for Aboriginal students, and encouraging more parents to get involved in their children's education or school. The framework also sets out strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the Ontario curriculum. This will increase knowledge and awareness among all students.

PLAGIARISM/CHEATING

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

Missed and Late Assignments Policy

Teachers will make it Clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- Setting up a student contract

- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

RESOURCES

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition
Covering Grades 1-12

- Various handouts and documents
- Edgar Allen Poe, "The Raven"
- Edgar Allen Poe "The Tell-Tale Heart"
- Roald Dahl "The Landlady"
- William Wordsworth "Daffodils"
- RomeshGunesekera "Ullswater"
- *The Great Gatsby* dir. BazLuhmann

Other helpful Resources:

OWL Perdue Online Writing Lab:

- General Writing Help: <http://owl.english.purdue.edu/owl/section/1/>
- MLA Help: <http://owl.english.purdue.edu/owl/resource/747/01/>
- ESL Help: <http://owl.english.purdue.edu/engagement/3/>

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher