



The Bishop Strachan School  
Department Name: English

Course Title: English

Grade Level: 10

Ministry Course Code: ENG2D

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Resources: *The Glass Castle*  
Selected female fiction  
*The Outliers*  
*Twelfth Night*  
Selected memoirs  
*Themes on the Journey* (poetry anthology)  
*The Color Purple*  
*The Joy Luck Club*

Prerequisite: English, Grade 9

Credits: 1.0

Length: 110 hours

## Course Description/Rationale

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 use a variety of texts both fiction and non-fiction to deconstruct the various purposes of language. They will be given several opportunities to connect with material, process their thoughts and showcase this understanding. Each unit is skill-based to ensure a focused approach to key areas including analyzing writing, employing ethical research strategies and developing a thesis, with an overall focus on the development of voice. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Our essential question will link to each unit: **How are words used to impact us in a variety of ways?**

## Overall Curriculum Expectations

### Oral Communication (O)

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting 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 (R)

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 understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words 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 (W)

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, using a variety of literary, informational, 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 (M)

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, using 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.

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. <i>Outliers, The Glass Castle</i>	9				9
2. <i>Twelfth Night</i>	22	3			25
3. Research	12				12
4. <i>The Color Purple, The Joy Luck Club</i> , Various Female Authors	38			1	39
5. Memoirs	12	5			17
6. Final Summative Assessment	5		2	1	8
<b>Total</b>	<b>98</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>110</b>

## Unit Descriptions

### Unit 1 – The Power of Writing based on summer reading

**How does an author create an engaging story? How is an effective argument constructed?**

Using *The Glass Castle* as an example, we will focus on the power of words in memoir writing. Choosing key passages from the novel, students will identify literary devices and analyze their effectiveness. Students will experiment with their own voice and tackle analytical writing, as well as practise the process of taking notes with *Outliers*

**Unit 2 – Analytical Writing and *Twelfth Night***

**How is this Shakespearean play both a comedy and a drama? Why is the art of deception such an attractive topic for both writers and audiences?**

Using Shakespeare's *Twelfth Night*, students explore the conventions and categories of drama. Throughout the unit, students actively learn to explore traditional themes of deception, delusion and love. Essay writing skills, focusing on thesis development, are developed in this unit. Students are encouraged to select direct evidence from the text and use it correctly in their writing. Several opportunities are provided for both formal and informal writing, culminating in the student's revision of one of each. A prepared dramatic performance is also evaluated.

**Unit 3 – Ethical Research Strategies with various female authors**

**How does one go about conducting an effective search for information at this point in time? How have female authors been affected by their status as 'outliers' historically?**

Transitioning from Shakespeare, we will start by discussing how Shakespeare's sister would have made out as an author had he had one. By exploring a variety of female voices both independently and with the whole class, students will learn sound research skills applicable to any subject. This unit will culminate in a written research report.

**Unit 4 – Deconstructing Female Voices using *The Color Purple* and *The Joy Luck Club* and various female authors**

**What kind of stories do women feel compelled to tell? Why is this the case? Why do Jane Austen's stories continue to be told?**

In this unit, Grade 10 students will be completing two contemporary novels as well as reading excerpts from a variety of sources. Most of the reading is completed independently, though effective reading strategies are modeled in class to support learning. Students' writing during this unit is both creative and analytical. Oral evaluations will also be conducted based on the students' understanding of various characters and motivations.

**Unit 5 – Constructing and Honing Voice based on various memoirs**

**What constitutes memoir writing? What is its purpose and effect? How can and engaging voice be created?**

In this unit, students use their reading of *The Glass Castle* and a memoir of their choice to understand and appreciate the many dimensions of memoir writing. Literature circles are used as a vehicle for exploring these pieces, with particular attention being paid to effective use of voice, vocabulary, listening and speaking skills. Cooperative learning strategies are refined throughout the unit, and student progress is tracked with the use of reflective writing. Students also experiment on their trip to Ottawa with memoir writing by creating a photo essay communicating an important chapter from their own lives.

**Unit 6 - Final Summative Assessment**

The final summative assessments are both oral and written. The oral presentation builds on their memoir construction skills and is presented as a dramatic monologue. The exam assesses skills developed throughout the year in accordance with the provincial achievement chart and the course's overall expectations.

### Teaching/Learning Strategies

Direct instruction	Brainstorming	Jigsaw
Field Trip	Group work/Cooperative Learning Activities	Oral presentations
Close Reading	Conferencing	Self assessment
Structured discussion	Online discussion	Peer assessment
Teacher analysis	Independent study	Game
Role play	Seminar	Reflection
Modeling/Analysis of exemplars	Literature Circles	Independent Study

### Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Quizzes/Tests	Project/Anthology	Conferences	Teacher anecdotal observations
Essay Planning Templates	Essays	Self evaluation	Exemplars and Rubrics
Examination	Oral Presentations	Classroom discussions	Diagnostic checklists
Graphic Organizers	Film Analysis	Personal Assessment and Reflection	Homework Checks
Writing Pieces	Dramatic Monologues and Scene Performances	Literary Circles	Peer Editing feedback

### Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement. **Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title	Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Power of Writing ( <i>The Glass Castle and Outliers</i> )	9 hours	O1-3, W1-4, M1-4	Various diagnostic written pieces
	2. Analytical Writing ( <i>Twelfth Night</i> )	22 hours	O1-3, R1-4, W1-3, M2-3	Annotation
				Creative Writing
				Scene Dramatization
				Analytical Writing
	3. Ethical Research Strategies	12 hours	R1-3, W1-4, M1,2	Written Report
	4. Deconstructing Female Voices	38 hours	O1-3, R1-4, W1-4, M2	Formal Essay
				Oral Presentations
				Creative Writing
				Annotation
5. Constructing and Honing Your Voice	12 hours	O1-3, R1-3, M1,3	Literary Circles	
			Oral Presentations	
30%	Summative	5 hours	O1,2 R1-3, W1-3	Oral Presentations and Written Assessment

## Course Resources

*The Glass Castle*, Jeannette Walls  
*Outliers*, Malcolm Gladwell  
 Historical female fiction  
*The Color Purple*, Alice Walker  
*The Joy Luck Club*, Amy Tan  
 Recent memoir selections  
 Text: *Themes on the Journey* (ed. James Barry)  
*Twelfth Night*, William Shakespeare  
 OSSLT Practice Materials ([www.eqao.com](http://www.eqao.com))  
*Inspiration* (graphic organizer software)  
*The BSS Style Guide*

### Various websites

**Achievement Chart – English, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, and written forms, including media forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within the discipline; between disciplines; between personal experience and the world outside school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness