INSTITUTE OF CANADIAN EDUCATION

Course Title: English

Course Name: English

Course Code: ENG2D

Grade: 10

Course Type: Academic

Credit Value: 1.0

Prerequisite: ENL1W or ENG1D, Grade 9 English, De-streamed (2023), or Grade 9 English, Academic (2007)

Curriculum Policy Document: The Ontario Curriculum: English, Grades 9 & 10 (Revised); Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)

Course Developer: Institute of Canadian Education

Department: ENGLISH

Head of Department: Ali Khan

Development Date: 2025

Most Recent Revision Date: August 2026

Course Description

Grade 10 English allows students to develop their skills in oral communication, reading, writing, and media literacy, all of which are essential for success in academics and daily life. Throughout this course, students analyze literary texts from contemporary and historical periods, as well as interpret informational and graphic texts. Students apply multiple strategies for effective communication through the creation of oral, written, and media texts while developing critical thinking, creativity, and confidence as communicators.

COURSE EXPECTATION

UNIT	UNIT TITLE	KEY FOCUS (MINISTRY EXPECTATIONS)	HOURS
UNIT 1	Oral Communication & Media Foundations	Active listening, speaking skills, formal and informal communication, media literacy, critical thinking, and presentation skills	**18 hrs**
UNIT 2	Reading & Literary Studies	Short stories, poetry, drama, literary elements, inference, interpretation, analysis, and connections between texts	**25 hrs**
UNIT 3	Reading Long Text (Novel / Play)	Plot, character, theme, setting, perspective, literary devices, author's purpose, and critical interpretation	**25 hrs**
MIDTERM	**Midterm Evaluation**	**Assessment of learning and skills developed in Units 1 - 3**	**2 hrs**
UNIT 4	Writing & Language Conventions	Paragraphs, essays, organization, evidence, grammar, sentence structure, voice, style, revision, and editing	**22 hrs**
UNIT 5	Media Studies & Research	Media forms, audience, purpose, bias, persuasion, research skills, source evaluation, and citation	**15 hrs**
FINAL EVALUATION	**Final Evaluation**	**Assessment of reading, writing, oral communication, media literacy, and application of course skills**	**3 hrs**
TOTAL			**110 hrs**

OVERALL CURRICULUM EXPECTATIONS:

Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 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

- Read and demonstrate an understanding of a variety of literary, informational and graphic texts, using a range of strategies to construct meaning;
- Recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning;
- Use knowledge of words and cueing systems to read fluently;
- Reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading.

Writing

- Generate, gather and organize ideas and information to write for an intended purpose and audience;
- Draft and revise their writing, using a variety of literary, informational and graphic forms and stylistic elements appropriate for the purpose and audience;
- Use editing, proofreading and publishing skills and strategies and knowledge of language conventions, to correct errors, refine expression and present their work effectively;
- 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

- Demonstrate an understanding of a variety of media texts;
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques;
- 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.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities:

- **Presentations and Multimedia:** Presentations, videos, readings, literary examples, multimedia texts, and interactive activities are used to introduce and reinforce course concepts and skills.
- **Teacher–Student Discussions:** Classroom discussions, conferences, and virtual meetings provide opportunities for students to ask questions, interpret texts, explain ideas, and receive timely feedback.
- **Instructor Demonstrations:** Teachers model reading strategies, literary analysis, writing techniques, research skills, oral communication, and media analysis through demonstrations and guided instruction.
- **Reading and Literary Analysis:** Students read and analyze short stories, poetry, drama, novels, and other texts, focusing on themes, characters, literary devices, author's purpose, and perspective.
- **Discussion Forums:** Students share interpretations and perspectives, respond to classmates, participate in collaborative discussions, and provide and receive constructive feedback.
- **Writing Activities:** Students complete paragraphs, essays, responses, creative writing, and other written tasks to develop organization, clarity, grammar, voice, style, and effective communication.
- **Media and Digital Literacy:** Students analyze media texts to identify purpose, audience, techniques, bias, and perspectives while developing responsible and effective use of digital resources.
- **Research and Inquiry:** Students develop research skills by locating, evaluating, organizing, and using information from reliable sources and communicating their findings using appropriate documentation.
- **Individual Activities and Assignments:** Students complete independent reading, writing, research, and practice activities to consolidate and demonstrate their learning. Teachers provide ongoing written and oral feedback and appropriate accommodations in accordance with students' IEPs.
- **Collaborative Learning:** Students work individually and collaboratively through peer discussions, group activities, presentations, and shared analysis of texts and media.
- **Practical Application:** Students apply communication and literacy skills to real-world situations, contemporary issues, personal experiences, and authentic audiences.
- **Reflection and Metacognition:** Students reflect on their learning, identify strengths and areas for improvement, set learning goals, and use feedback to improve their work.

ASSESSMENT STRATEGIES

Assessment practices support student progress and achievement through a variety of diagnostic, formative, and summative strategies. Checklists, observations, conferences, discussions, assignments, quizzes, and written tasks are used regularly to monitor learning and provide timely feedback. Students also participate in self-assessment and peer assessment to reflect on their learning and identify areas for improvement. Appropriate accommodations are provided in accordance with students' IEPs.

GRADING POLICIES

The Final Grade

Term Work (65%)

Based on assessments completed throughout the course, including:

Category	Weight	Examples
Knowledge & Understanding (K/U)	25%	Reading quizzes, comprehension checks
Thinking / Inquiry (T/I)	25%	Literary analysis, critical thinking tasks
Communication (C)	25%	Essays, presentations, discussions
Application (A)	25%	Creative writing, media texts, real-world connections

Term work is assessed continuously through assignments, projects, and tests.

Final Assessment (20%)

The final assessment evaluates overall achievement of course expectations and may include:

- **Final Exam**

All final assessments must be completed independently.

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success in **ENG2D - English, Grade 10, Academic**. Attendance and participation are monitored through the school's Learning Management System (LMS).

The ENG2D online credit course is designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course. Instructional time and student engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in lessons, readings, assignments, and other online learning activities.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress, participation, and completion of course requirements.
- **Course Assessments:** Assignments, writing activities, reading responses, quizzes, presentations, and other assessments are used to monitor student progress and pacing.
- **Instructional Records:** The school maintains records of instructional time, attendance, course participation, and student engagement through the LMS and other course records.

Students are responsible for maintaining regular participation, completing required learning activities, and meeting course deadlines. Students who demonstrate limited participation or fall behind in course requirements may be contacted and provided with appropriate academic support.

Attendance and Participation (15%)
Excused absences will not negatively affect a student's mark. Attendance and participation will be evaluated using the Ministry's established criteria, including participation in class discussions, contribution of ideas, asking relevant questions, respecting the contributions of others, and contributing to a positive classroom learning environment.

EVALUATION MODEL(15% TOTAL ATTENDANCE WEIGHT)

Component	Weight	Quantifiable Metric Criteria
Physical Attendance	5%	Marked present, or late within 10 minutes, for each scheduled class period; excused absences are removed from the calculation.
Weekly Participation Checklist	5%	Meets at least 3 of 4 weekly in-class engagement indicators (responding/volunteering, group work, guided practice, on-task behaviour).
Homework Assignment Punctuality	5%	Submits homework on or before the due date, through the required platform, with a complete submission.

ACHIEVEMENT CHART: ENGLISH GRADE 10 (ENG2D)

Level / %	Knowledge & Understanding (K/U)	Thinking (T/I)	Communication (C)	Application (A)
Level 4 (80–100%)	Thorough understanding of texts and language conventions	Insightful analysis and critical thinking	Highly effective, fluent communication	Highly effective application in new contexts
Level 3 (70–79%)	Solid understanding of texts and conventions	Effective analysis	Clear and coherent communication	Effective application in familiar contexts
Level 2 (60–69%)	Some understanding with minor errors	Inconsistent analysis	Partially clear communication	Limited application
Level 1 (50–59%)	Limited understanding	Minimal analysis	Unclear communication	Very limited application

THE REPORT CARD

Student achievement in ENG2D will be communicated formally through official report cards issued at midterm and end of course. The report card reflects a student's performance in Grade 10 Academic English and provides a final grade based on 70% term work and 30% final assessment.

Achievement is reported across four categories:

- **Knowledge and Understanding (K/U)** – understanding of literary and language concepts
- **Thinking and Inquiry (T/I)** – analysis, interpretation, and critical thinking
- **Communication (C)** – clarity and effectiveness of oral and written expression
- **Application (A)** – application of language skills in new contexts

Learning Skills and Work Habits are evaluated separately as **Excellent (E), Good (G), Satisfactory (S), or Needs Improvement (N)**.

CONSIDERATIONS FOR PROGRAM PLANNING

1. Planning Programs for Students with Special Education Needs

Area	Consideration / Strategy	Examples / Tools
1. Identification of Needs	Review IEPs and assessments	Dyslexia, ADHD
2. Learning Goals	Develop individualized SMART goals	"Write a structured paragraph with support"
3. Curriculum Adaptation	Differentiate texts and tasks	Audio texts, graphic organizers
4. Instructional Strategies	Scaffold learning	Modelled writing, conferencing
5. Assessment & Evaluation	Provide accommodations	Oral responses, extended time
6. Collaboration	Work with support staff and families	Regular communication
7. Monitoring & Adjustment	Track progress	Feedback and revision
8. Motivation & Engagement	Encourage student voice	Choice in reading and writing
9. Resources	Provide additional supports	Writing templates, digital tools

2. Program Considerations for English Language Learners

- Ontario schools have **multilingual student populations**.
- Students may speak a language other than English at home or may use a variety of English that differs from the language used in Ontario classrooms.
- English language learners may be:
    - **Canadian-born students** from multilingual families and communities.
    - **Newcomers to Ontario** from different linguistic, cultural, and educational backgrounds.
- Students may have experience with **highly developed educational systems** or limited access to formal schooling.
- Teachers should recognize and support students as they adapt to a **new linguistic and cultural environment**.

3. The Role of Technology in the English Program

- **Information and communications technologies (ICT)** can extend and enrich instructional strategies.
- ICT can support students' **language learning and communication skills**.
- Digital tools may include:
    - Multimedia resources and videos
    - Databases and Internet websites
    - Digital cameras and other digital tools
    - Word-processing and presentation programs

- Students can use ICT to **collect, organize, and analyze information**.
- Students can use technology to **write, edit, create, and present** their work.
- ICT can connect students with **other schools and the global community**.
- Students should be encouraged to use ICT appropriately to **support and communicate their learning**.

REQUIRED SOFTWARE, EQUIPMENT, TEXTBOOKS

Required Textbooks and Resources

- Nelson English 10 or equivalent Ontario-approved text
- Novels, short stories, poetry, drama, and media texts
- Teacher-provided handouts, worksheets, and writing guides

Digital Resources and Software

- Google Drive – assignment submission and collaboration
- Internet access for research, media analysis, and digital texts
- Microsoft Office Suite (Word, PowerPoint) or equivalent

Teacher Considerations

- Assistive technology (text-to-speech, speech-to-text) may be used
- Flexible submission formats (written, oral, visual, or digital)

Tips To be successful in CGC1W

1. **Stay Updated** - Check Announcements, "What's New," and your mailbox daily for important course information and updates.
2. **Manage Your Time** - Check the course calendar, plan ahead, and submit assignments by the due dates. Aim for 1–2 hours of focused study each day.
3. **Follow Instructions** - Review assignment instructions, success criteria, and assessment requirements before submitting your work.
4. **Participate and Communicate** - Participate in discussions and activities, ask questions, and communi cate regularly with your teacher for support and feedback.
5. **Think Geographically** - Connect geographic concepts to current events, Canadian communities, the environment, and issues affecting Canada and the world.
6. **Use Feedback** - Review teacher feedback, reflect on your learning, and use suggestions to improve future work.

For technical issues: Contact the Help Desk.
For course-related questions: Contact your teacher and expect a response within 24 hours. For urgent matters, include "**URGENT**" in the subject line.

Approach your learning with curiosity, responsibility, and consistent effort to be successful in CGC1W.