

	<p align="center"><b>Grade 10 Locally Developed English ENG2L</b></p>	<p align="center">Inspired Education. Inspiring Students.</p>
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**Teacher:**      **\*\*Teacher Name\*\***

**Prerequisite Course:**    Any Grade 9 English course

**Description and Overall Expectations:** In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized into 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, and reflect regularly upon their growth in these areas.

**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.

**Course Resources:**      [Key resource\(s\) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.](#)

**Catholic Graduate Expectations:** Our goal for all students is to experience an education based on our Catholic Graduate Expectations. (<http://www.iceont.ca>) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

**Assessment, Evaluation and Reporting:** The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

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|---------------------|--|
| 1. Responsibility   | fulfills responsibilities and commitments ( <i>e.g. accepts and acts on feedback</i> )     |
| 2. Organization     | manages time to complete tasks and achieve goals ( <i>e.g. meets goals, on time</i> )      |
| 3. Independent work | uses class time appropriately to complete tasks ( <i>e.g. monitors own learning</i> )      |
| 4. Collaboration    | works with others, promotes critical thinking ( <i>e.g. provides feedback to peers</i> )   |
| 5. Initiative       | demonstrates curiosity and an interest in learning ( <i>e.g. sets high goals</i> )         |
| 6. Self-Regulation  | sets goals, monitors progress towards achieving goals ( <i>e.g. sets, reflects goals</i> ) |

Group work supports collaboration, an important 21<sup>st</sup> century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

#### **Mark Breakdown:**

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In ENG2L, the summative evaluation will consist of a rich summative assessment task (30%) and no final exam.

**Awarding of Course Credit:** Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.

#### **Student and Parent/Guardian Acknowledgement**

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_