ENG2D Course Map

English, Grade 10, Academic. Built on The Ontario Curriculum, Grades 9 and 10: English (2007, revised), which remains in effect for Grade 10.

A full semester plan for a standard Ontario schedule: 110 hours, about 88 classes of 75 minutes. Every unit covers expectations from more than one strand, mixes reading, writing, talk and media, and ends with an assessment of learning. Use it as-is or move units to suit your school.

At a glance

Strand	Where it’s assessed	Strand	Where it’s assessed
Oral Communication	Units 3, 4, 6 and the seminar	Writing	Units 1, 3, 4, 6 and the final
Reading and Literature Studies	Every unit	Media Studies	Units 2 and 4

Evaluation: 65% classroom work, 20% final exam (written, in the exam period) and 15% attendance and participation, following Ontario's requirements for Grades 9 and 10 from September 2026. Term marks can be reported by strand or by achievement chart category, depending on your board.

Semester at a glance

Unit	Title and focus	Length	Classes	Assessment of learning
1	**Voice and Story** — Short fiction and personal narrative	3.5 weeks	16	Personal narrative with a distinctive voice (Writing); short story analysis paragraph (Reading)
2	**Media Decoded** — Algorithms, ads, influencers and AI	3 weeks	14	Public service campaign in the media form of the student’s choice, with a creator’s statement (Media)
3	**Speak Up** — Rhetoric, argument and persuasive speech	3 weeks	13	Three-minute persuasive talk on an issue students care about (Oral); persuasive essay (Writing)
4	**Power Plays** — Shakespeare’s Macbeth	4 weeks	18	Thesis-driven literary essay (Writing); modern adaptation scene or film trailer (Oral or Media)
5	**Literacy Bootcamp** — Ready for the OSSLT	1.5 weeks	6	Formative only: practice tasks with feedback. Schedule before your OSSLT sitting.
6	**Language That Hits** — Poetry, lyrics and spoken word	2 weeks	9	Original spoken word performance (Oral); comparative poetry analysis (Reading)

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Unit	Title and focus	Length	Classes	Assessment of learning
	Independent study, culminating task and final exam	Ongoing	12	Seminar and portfolio (classroom work); final exam (20%)

Total: 88 classes. Leave a few flex days for assemblies, the OSSLT and catch-up.

Units in detail

Unit 1: Voice and Story — Short fiction and personal narrative

Big question	*How do writers make us care about a character in only a few pages?*
Length	3.5 weeks (about 16 classes)
Texts	Public-domain short stories such as “The Story of an Hour” (Chopin), “The Tell-Tale Heart” (Poe), “The Necklace” (Maupassant) and “The Monkey’s Paw” (Jacobs), plus Canadian stories of the teacher’s choice.
Expectations	R 1.2–1.8, R 2.1–2.3, W 1.2, W 2.1–2.4, W 3.1–3.5, OC 1.2, OC 2.1
Assessment of learning	Personal narrative with a distinctive voice (Writing); short story analysis paragraph (Reading)
What makes it fresh	Diagnostic “six-word story” wall, story-structure heist maps, author voice remix stations

Unit 2: Media Decoded — Algorithms, ads, influencers and AI

Big question	*Who decides what you see, and who benefits?*
Length	3 weeks (about 14 classes)
Texts	Fictional feed cards and ads (included), plus current media students bring in. No copyrighted texts required.
Expectations	M 1.1–1.6, M 2.1–2.2, M 3.1–3.4, M 4.1–4.2, OC 1.8, OC 2.3
Assessment of learning	Public service campaign in the media form of the student’s choice, with a creator’s statement (Media)
What makes it fresh	Be the Algorithm simulation, ad autopsy, real-or-rendered AI image challenge, thumbnail science

Unit 3: Speak Up — Rhetoric, argument and persuasive speech

Big question	*What makes words powerful enough to change minds?*
Length	3 weeks (about 13 classes)
Texts	Public-domain speeches such as Sojourner Truth (1851), Frederick Douglass (1852), Abraham Lincoln (1863) and Susan B. Anthony (1873), plus teacher-selected modern talks.

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Expectations	OC 2.1–2.7, OC 1.7–1.9, R 1.7–1.8, W 1.3–1.5, W 2.6–2.7
Assessment of learning	Three-minute persuasive talk on an issue students care about (Oral); persuasive essay (Writing)
What makes it fresh	Rhetoric bingo, fallacy detective, “shark tank” pitches, mini TED-style talks

Unit 4: Power Plays — Shakespeare’s Macbeth

Big question	*What happens when ambition has no limits?*
Length	4 weeks (about 18 classes)
Texts	Macbeth (public domain), with modern film clips of the teacher’s choice.
Expectations	R 1.4–1.6, R 2.3, R 3.2–3.3, OC 2.2, OC 2.5–2.6, W 1.4, W 2.7, M 3.4
Assessment of learning	Thesis-driven literary essay (Writing); modern adaptation scene or film trailer (Oral or Media)
What makes it fresh	Insult generator warm-ups, crime-scene investigation of Duncan’s murder, “Macbeth’s group chat” rewrite

Unit 5: Literacy Bootcamp — Ready for the OSSLT

Big question	*How do strong readers and writers show what they know under time pressure?*
Length	1.5 weeks (about 6 classes)
Texts	Original practice passages and prompts (included).
Expectations	R 1.3, R 2.1–2.2, W 1.1, W 1.4, W 3.3–3.5
Assessment of learning	Formative only: practice tasks with feedback. Schedule before your OSSLT sitting.
What makes it fresh	Reading relay across text forms, error-hunt escape room, short-answer speed builds, the official online practice test

Unit 6: Language That Hits — Poetry, lyrics and spoken word

Big question	*Why does some language stay with us for years?*
Length	2 weeks (about 9 classes)
Texts	Public-domain poems by writers such as E. Pauline Johnson, John McCrae, Emily Dickinson, Robert Frost and Langston Hughes (early work), plus song lyrics students choose to analyse.
Expectations	R 1.6, R 2.1, R 2.3, OC 2.4–2.6, W 2.2–2.3, W 4.1

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Assessment of learning	Original spoken word performance (Oral); comparative poetry analysis (Reading)
What makes it fresh	Blackout poetry, lyric breakdowns, slam-style mini performances

Independent study and final exam

Part	What students do	Expectations	Timing
Independent study (runs all semester)	Student-chosen novel with check-ins; leads into the culminating seminar	R 1.1, R 1.5, R 4.1, OC 2.1, W 4.3	6 classes in total, spread across the semester
Culminating task (classroom work)	Novel study seminar and portfolio: students lead a discussion and submit a reflective portfolio of their best work	OC 2.1–2.3, R 1.5–1.8, W 4.3	3 classes
Final exam (20%)	Two-hour written exam in the exam period: a sight passage with questions, an essay, and Part C (editing an editorial and analysing a media text)	R 1.3–1.7, W 1.4, W 2.4, W 3.1, W 3.3–3.5, M 1.1–1.3, M 1.5, M 2.2	Exam period

Evaluation plan (Ontario, 2026)

Component	What it includes	Weight
Classroom work: unit summatives	The assessment of learning at the end of each unit (see Units in detail)	55% (suggested)
Classroom work: culminating task	Novel seminar and portfolio	10% (suggested)
Classroom work total	Most consistent, more recent evidence; split by strand or category as your board requires	**65%**
Final exam	Written exam in the exam period	**20%**
Attendance and participation	Whole course, on the Ministry's scale below	**15%**

This plan follows Ontario's mandatory assessment and evaluation requirements for Grades 9 and 10, in effect from September 2026: 65% classroom work, 20% final evaluation and 15% attendance and participation. In English, the 20% final evaluation is a written exam held in the school's designated exam period. Classroom work is based on the most consistent, more recent evidence of achievement; assessment for and as learning (exit tickets, quick checks, conferences and self-checks) gives feedback but is not counted in the grade.

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Attendance and participation (15%)

Level	Unexcused absences	About (per semester)	Participation
Level 4 (80–100%)	0 to 2.5% of classes	2 or fewer	Consistently participates: comes prepared, asks relevant questions, respects others and contributes to a positive classroom
Level 3 (70–79%)	2.5 to 5%	2.5 to 4.5	Generally meets these criteria
Level 2 (60–69%)	5 to 7.5%	5 to 7	Occasionally meets these criteria
Level 1 (50–59%)	7.5 to 10%	7.5 to 9	Infrequently meets these criteria
Below Level 1 (under 50%)	More than 10%	More than 9	Does not meet these criteria

A summary of the Ministry's scale. Excused absences (illness, unavoidable circumstances such as bad weather, and approved absences such as cultural and holy days) do not lower the mark. Record attendance and participation the way your board requires.

Source: Ontario Ministry of Education, Growing Success, mandatory assessment and evaluation requirements for Grades 9 to 12 (September 2026). Check ontario.ca and your board's procedures before the semester starts.

Strand codes used in this map

OC = Oral Communication, R = Reading and Literature Studies, W = Writing, M = Media Studies. Numbers refer to specific expectations; for example, R 1.4 is Reading and Literature Studies, specific expectation 1.4 (making inferences).

Assessment for and as learning (exit tickets, conferences, self-checks) happens in every lesson and is built into each lesson plan.

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