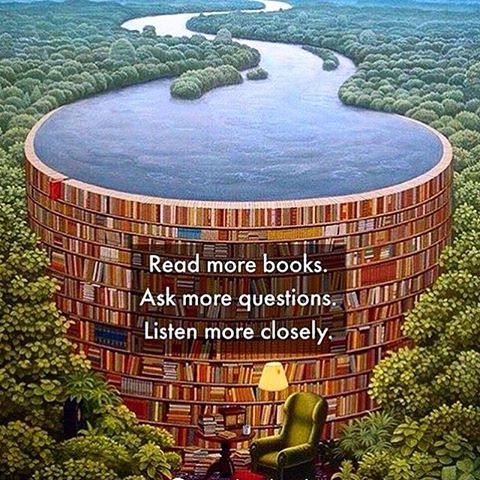
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English Language Arts Course Outline- Gr. 10

Mrs. Przybylski – Rm 163

The aim of English Language Arts is to enable students to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning. Students become confident and competent users of all six strands that make up language arts through a range of opportunities in listening and speaking, reading and writing, and viewing and representing. All the language arts are interrelated and interdependent; facility in one strengthens and supports the others.

My goal is to help students successfully navigate the course and their transition into grades eleven and twelve while strengthening their existing skill set and helping them to add new ones.

Success is a two-way street!!

Active participation, consistent work habits and taking responsibility for your conduct are key to your success in this class. If you put dedication and effort into each of these areas, you should achieve good marks and understanding of knowledge and skills. Your success is up to you! I can only help you achieve it if you are willing to put in the work. Extra help is always available to you should you need it.

Minimum Requirements for English 10

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **10-1** | **10-2** |
| **Extended Texts** | Novel OR Book length non-fiction | 1 of the 2 required | 1 of the 2 required |
|  | Feature Film | Required | Required |
|  | Modern play OR Shakespearean play | 1 of the 2 required | 1 of the 2 required |
|  |  |  |  |
| **Shorter Texts** | Poetry | A variety required | A variety required |
|  | Visual/multimedia texts  (short film, video clips, photos, digital media) | Required | Required |
|  | Essay | Required | Encouraged |
|  | Popular Nonfiction  (news stories, feature articles, informative/persuasive texts) | Encouraged | Required |

Course Structure and Delivery

The timeline of our course will follow the guide as below. Please note that this timeline is subject to change (any of which will be discussed and advised with notice to students) and is simply a guideline for us to follow throughout the semester. I am reserving time in the case that certain units may take longer or shorter than expected.

|  |  |  |
| --- | --- | --- |
| **UNIT** | **DATES** | **COURSE WORK** |
| **Writing/Text Formatting** | **Feb. 1 – Feb. 8** | **-Expectation of written work**  **-Essay format and writing techniques**  **-Composing extended and short responses**  **-Writing for a purpose and audience**  **-Punctuation and grammar review quiz**  **-Elements of good writing quiz** |
| **Short Stories**  The Most Dangerous Game  The Sniper  The Lottery  The Monkey’s Paw  (These are subject to change with notice) | **Feb. 9– Feb. 28** | **-Narrative exploration using a range of short stories with varying degrees of technical difficulty**  **-Explore and recognise themes, genres, techniques, language features, narrative structure and ways we tell stories**  **-Comprehension and interpretation**  **-Perspective and narration**  **-Text comparison essay (Thematic focus)**  **-Suspense and foreshadowing as a writing tool** |
| **Shakespeare**  Romeo and Juliet- William Shakespeare  Romeo + Juliet- Baz Luhrmann | **Mar. 1 – Mar. 22** | **-Explore plays and their mechanics**  **-Understand and appreciate Shakespearian language and stories**  **-Represent texts in a variety of ways**  **-Compare modern and traditional representations of texts**  **-Experience play acting**  **-Multi-text option assignment** |
| **Novel Study**  To Kill a Mockingbird- Harper Lee  To Kill A Mockingbird- Robert Mulligan (1962) | **Mar. 23 – Apr. 24** | **-Exploration of themes, genre, characterization, voice and perspective.**  **-Research and explore various character conditions**  **-Race, ethnicity and identity**  **- Character perspective assignment**  **-Morality and justice as themes**  **-Chapter review tests**  **-Period study- America in the 1950’s and 60’s** |
| **Poetry**  Dreams-Langston Hughes  A Dream Deferred- Langston Hughes  Warren Pryor- Alden Nowlan  Hope is the Thing With Feathers- Emily Dickinson  Civil War- Guns N Roses  Some Nights- FUN  Kill A Word- Eric Church  (These are subject to change with notice) | **Apr. 25 – May 15** | **-Explore, interpret and analyse a range of poems from traditional and modern poets**  **-Recognise and use poetic devices such as genre, techniques, language and perspective**  **-Read/perform a range of poems**  **-Poetry analysis essay (in class)** |
| **Non-Fiction Essay Study**  Spotty Handed Villainesses – Margaret Atwood | **May 16 – May 23** | **-Examine the essay format and techniques**  **-Connect events in Atwood’s essay to appropriate female film leads**  **-Comprehension test** |
| **Feature Film**  *The Shining-* Stanley Kubrick (1980) | **May 24 – Jun. 6** | **-Explore various film techniques employed by directors and producers**  **-Examine the creation of characters created within a film and how these are portrayed**  **-Text to self/text to world connections with characters and their struggle with identity.**  **-Compose a film review** |
| **Exam Review** | **Jun. 7 – Exam Date** | **-Review time in preparation for exams** |

Delivery will be through a variety of different instructional methods and strategies including direct teaching, cooperative learning, independent learning, brainstorming, small and large group literacy circles, group discussions, inquiry based research assignments, reflections to literature, technological means including the use of SMARTboards, videos and online tools.

Assessment Items

Assessments will be used to determine what students can demonstrate, understand, know, and can do after learning concepts from the Alberta Program of Studies ELA curriculum. These will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Evaluation** | **10-1 & 10-2** | **10-4** |
| **Group tasks, class work** | 10% | 40% |
| **Major tests and projects** | 25% | 10% |
| **Critical/personal writing and responses** | 40% | 30% |
| **Reading Comprehension** | 25% | 20% |

**Final Marks: Course work- 70% Final Exam- 30%**

Should any of these weightings change, students will be given due notice and appropriate reasoning. Students will be given notice and a due date for take home assessments. **These assessments must be handed in on their due date- NO EXCUSES!** Should circumstances arise that affect a student’s ability to complete or hand in the assessment by the due date, a phone call or a signed note from a parent/guardian is required stating a reasonable excuse. Should you know that a due date conflicts with something, please speak to me ASAP so arrangements can be made. The same procedures apply to any in class assessment tasks that students miss. Students will be expected to sit any missed tests or quizzes the first day that they are back in the school building.

Late assignments will incur a **5 mark penalty** for every day that they are missing. Should an assignment be **consistently late to the point that no marks are left to be gained; the highest grade achievable will then be 50%.** Late homework assignments will incur a **2 mark penalty** for everyday that they are missing. Future grades will not be released until **all outstanding work** has been caught up and handed in. **All classroom tasks/formative assessments, even if not being collected for marking, must be completed by students before major assessments will be marked.**

Class Attendance

Class attendance is extremely important as we cover a large range of information and tasks in one 72 minute block. If you must be away from class, please let me know prior if possible so we can minimize the amount of catch up work you will have when you return to class**. If you choose to skip class without a reasonable excuse or parental permission, you will be left to catch up on your own. Should this occur more than 3 times in the semester, you will be required to make up the class time missed after school before any tasks/assessments will be marked and released.** For those of you involved in school based sports, please let me know of your schedules wherever possible so we can work around these dates as best as we can.

Class Marks

Class marks will be updated through our Maplewood marks system which can be accessed by students and parents through our school’s webpage. Marks will be updated regularly to keep students and parents informed on academic performance which will occur **on the day an assessment/test is returned to students, at the conclusion of each unit in the course outline and prior to progress reports/report cards being sent home.** The regularity of this means that students will always have the opportunity to see where improvements need to be made or to track how their hard work has been benefitting them.

Resources

As the area of ELA is broad, the only textbooks that will be assigned are the novels to be studied. The rest of our resources and literature will be taken from a range of textbooks and sources and will be provided to students in order to access resources that best suit our needs throughout the year. Students are expected to sign for their novels and ensure they are taken care of.

Personal Devices

Personal devices **are permitted to be brought into class** as long as the following stipulations are met:

- Devices are to be set to silent

- Students are not permitted to engage with their devices unless instructed by the teacher

- Device privileges will be revoked if students cannot follow these stipulations and they will no longer be permitted in the classroom

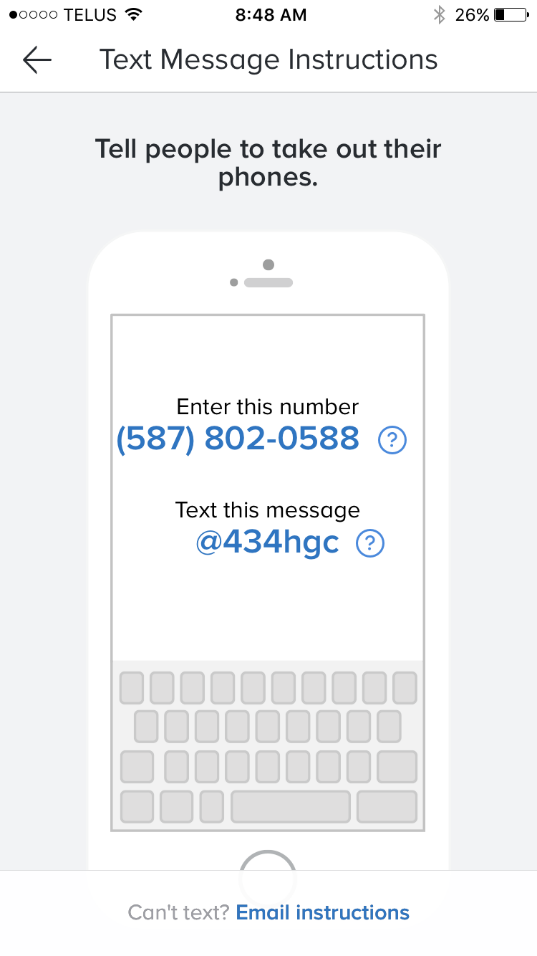
Classroom Expectations

As a member of my classroom, I have a few expectations and guidelines to outline that each student will be expected to adhere to.

* Respect each other. This goes for people and property. I have a zero tolerance policy when it comes to bullying and issues related to it will be seriously dealt with.
* When I am speaking, you are listening. You will have the opportunity to speak to me or discuss class work with your peers after I have outlined the lesson.
* I expect each and every student to work to the best of their ability and complete daily class work in a timely manner.
* If you need it, ASK FOR HELP! I am here to help you in any way that I can. If you need additional help or would like me to go over something you are working on, please ask me.
* You will use GAIN time productively to catch up on missed work or work that you need extra help with.
* You will come to class prepared with all of the correct tools and materials needed.

Remind

Remind is a great way for students and parents to stay connected with me and what is going on in our ELA classroom. It allows students to send me a message from their personal devices (or email) when they require clarification or support with their ELA work when they are not at school. I encourage all students to sign up to my Remind classes so they can access the extra support as well as reminders for the busy school year.

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