English Language Arts Course Outline- Gr. 10

Miss Moore – Rm 163

The aim of English Language Arts 10-4 program is to enable students to become active and responsible citizens, achieve their educational and career goals, improve the quality of life for themselves and their families and positively impact their communities. It will 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.

Knowledge and Employability English highlights six language arts—listening, speaking, reading, writing, viewing and representing. Students engage all six language arts as they study texts and as they create their own texts in relevant situations for a variety of purposes and audiences.

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.

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.

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| **UNIT** | **DATES** | **COURSE WORK** |
| **Writing/Text Formatting** | **Feb. 1 – Feb. 10** | **-Expectation of written work**  **-Various writing formats and their structures**  **-Composing texts for personal response, society and the workforce**  **-Writing for a purpose and audience** |
| **Short Stories**  The Lottery  Golden Girl  The Brute (Play)  (These are subject to change with notice) | **Feb. 16– Mar. 2** | **-Narrative exploration using a range of short stories with some varying degrees of technical difficulty**  **-Explore thoughts, feelings, ideas, experiences, narrative structure and ways we tell stories**  **-Comprehension and interpretation**  **-Perspective and narration** |
| **Communication**  Personal and workplace communication | **Mar. 8 – Mar. 24** | **-Explore elements of communication in social and workplace situations**  **-Understand and appreciate body language, symbols, directions and language for a purpose**  **-Represent texts in a variety of ways**  **-Analyzing ideas** |
| **Novel Study**  To be chosen at student’s level and for their enjoyment  Will be fulfilled using general modules for independent novel study | **Apr. 5 – May 9** | **-Exploration of themes, genre, characterization.**  **-Vocabulary and understanding**  **- Character perspective assignment** |
| **Poetry**  Pretty Hurts- Beyonce  Beyoncelogues (youtube)  Accidental Racist- Brad Paisley  Firework- Katy Perry  Nothing Gold Can Stay- Robert Frost  (These are subject to change with notice) | **May 10 – May 24** | **-Explore and interpret a range of poems from traditional and modern poets**  **-Recognise and use poetic devices**  **-Read/perform a range of poems**  **-Poem composition** |
| **Feature Film**  Whip It- Drew Barrymore (2009) | **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 finding adolescent identity** |

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:

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| **Evaluation** | **10-4** |
| **Daily assignments and class work** | 40% |
| **Major tests and projects** | 10% |
| **Critical/personal writing and responses** | 30% |
| **Reading Comprehension** | 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.

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/daily assignments, 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 70 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.

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.

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

I would like each and every one of you to utilize the Remind App to stay up to date with due dates and to have a more direct way to discuss assessments and classroom work with me outside of school hours. To join English 10, please **text @ch88e to 587 802 0588.**