

English Language Arts 10 - Course Outline

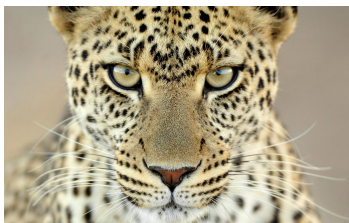
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Introduction

English Language Arts 10 is designed to offer students a “range of experiences and interactions with a variety of texts designed to help them develop increasing control over the language processes, to use and respond to language effectively and purposefully, and to understand why language and literacy are so central to their lives” (p.2). This will enable students to become “reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts” (p.1).

–*Atlantic Canada English Language Arts Curriculum Guide: Grades 10-12 (1997)*

Curriculum Outcomes

The English Language Arts outcomes are organized in three strands - Speaking and Listening, Reading and Viewing, and Writing and Representing. Each strand is briefly outlined below.

Speaking and Listening

Students will be expected to:

- learn about themselves and the world through speaking and listening
- communicate ideas clearly
- be courteous and respectful toward others and respectful of their ideas

Reading and Viewing

Students will be expected to:

- Understand a variety of texts
- Gather, combine, and use information from a variety of sources and conduct research
- Give personal opinions, connections, and reactions to texts
- Think critically about what texts say and how and why they are created

Writing and Representing

Students will be expected to:

- Write for a variety of reasons
- Create a wide range of texts
- Create texts that are clear, effective, and accurate

Specific Curriculum Outcomes for English Language Arts 10 are posted on my website.

Course Content and Structure

Many literary genres will be explored in class within each unit of study, including poetry, short stories, drama, novels and novel excerpts, creative nonfiction/nonfiction, and media, and focus around the central unifying concept of SOCIAL COMMENTARY. Outcomes and learning opportunities are organized into multigenre units.

Students will have multiple opportunities to meet the outcomes in each unit of study.

Each class is structured as a Reading or Writing Workshop, with speaking and listening outcomes and opportunities integrated into both. The following is a typical schedule for a 75 minute class:

Reading Workshop format/breakdown

Book/Text Talk - 5 minutes
Independent reading - 10 minutes
Mini-lesson/Instruction - 10-15 minutes
Modelling and guided practice - 10 minutes
Independent practice and application (conferencing and collaboration) - 30-35 minutes
Share - 5 minutes

Writing Workshop format/breakdown

Mentor/anchor text - 5 minutes
Quick Write - 10 minutes
Mini-lesson/instruction - 10-15 minutes
Modelling and guided practice - 10 minutes
Independent practice and application (conferencing and collaboration) - 30-35 minutes
Share - 5 minutes

In addition to texts assigned in class, students are expected to be reading texts of their own choosing. There is one independent novel study in the first semester, and a nonfiction text study in the second semester that are based on reading material selected by students.

Assessment and Evaluation

Grades are determined based on achievement and learning of curriculum outcomes. Each outcome of the course will be evaluated multiple times and in a variety of ways. If a student feels he/she has not demonstrated his/her best work on an assessment, it is his/her responsibility to discuss additional opportunities with me in a timely manner. Grades will be entered in PowerSchool on a weekly basis. Students will be evaluated based on the following breakdown:

- Speaking and Listening - 25%
- Reading and Viewing - 40%
- Writing and Representing - 35%

During each unit, students will be assessed in two ways:

Formative Assessments - opportunities to practice skills and explore concepts, and to submit work for the purpose of receiving feedback to guide learning. These assessments are for feedback purposes only, and are not included in a student's final grade.

Summative Assessments - used at the end of a learning period and provides an opportunity for students to demonstrate their learning of specific outcomes and topics. These are formal events and are used to calculate final grades. Extensive outlines, detailed rubrics, and completed exemplars will be provided for summative assessments.

Work completed throughout the semester makes up 80% of a student's final mark, with the exam comprising the other 20%. Students write a provincial exam for English 10.

All assignments are due at the beginning of class on the date assigned. Extensions on assignments must be arranged more than 24 hours prior to a due date and must be negotiated for a valid reason. Summative assessments will **NOT** be accepted after a deadline unless you have discussed alternatives for completion with me. If a student is absent on the date that work is due, the expectation is that work is submitted the first day the student returns. All work **MUST** be the original work of the student. Academic dishonesty will result in the loss of exam exemption.

Course Success

To be successful in English Language Arts 10, you must be prepared to read, write, and speak A LOT. Students need to be committed to attending all classes with all required materials, participate constructively and respectfully in discussions, demonstrate engagement and commitment to reading and writing, and to use technology appropriately when invited to do so. If you are absent, it is your responsibility to gather work that was missed and get "caught up."

Class Requirements

- Binder and loose leaf (and A LOT of it!)
- Pens, pencils, erasers
- Other art supplies for assignment/project work
- Independent reading materials
- Textbook (if required)
- PowerSchool login in
- Active gnspe email account

Final Notes

- I am more than happy to provide additional support, outside of class time, to any student who requires it. Please contact me, and we can arrange a time before school, at lunch, or after school, to collaborate. I am as committed to your success as you are!
- Please note that this is a senior level course and, as such, will deal with mature themes, concepts, and texts. Please contact me directly if you have any concerns.

- READ
- WRITE
- SPEAK
- LISTEN
- THINK
- CREATE