

Course Outline

Vincent Massey High School
Grade 10 English Language Arts (20F)
September 2009 – January 2010
Teacher: Ms. K. Bromley

Period B
Room 10

Course Description and Objectives

The ELA 20F course covers a variety of purposes for the six language arts: writing (40%), reading (25%), speaking (15%), representing (10%), viewing (5%), and listening (5%). Students will spend an equal amount of time working with pragmatic texts and aesthetic texts. Each unit of study will address a variety of curricular outcomes while targeting specific outcomes for assessment.

Many of the discussions that will take place in this course will deal with issues on a global scale; students will be asked to read newspapers in class and watch television news clips as a means to broaden their awareness and understanding of what is going on in the world outside of Brandon. As their understanding of local, provincial, national, and international issues grows, their perspectives evolve and responses reach a deeper level.

In addition to thematic units, students will spend 30 minutes every Friday on grammatical exercises, games, and quizzes. The purpose of these weekly grammar activities is to further students' communication skills, especially in written language, which by nature must be even more precise than spoken language in order to be understood.

In Grade 10 ELA, students complete an individual novel study of a novel of their choice. Students will begin every class with 10 minutes of silent reading, and every Friday they will have some time to respond to their readings in their reading log. (Reading responses not completed during class on Friday must be completed as homework and handed in on Monday.)

General Learning Outcomes

Students will listen, speak, read, write, view, and represent to...

1. Explore thoughts, ideas, feelings, and experiences.
2. Comprehend and respond personally and critically to oral, literary, and media texts.
3. Manage ideas and information.
4. Enhance the clarity and artistry of communication.
5. Celebrate and build community.

Course Evaluation Structure

- 80% Coursework
- 20% Final Project
- Each of the units within the course is weighted equally.
- The final mark for term work, within the respective categories (tests, assignments, and projects) will be cumulative.

Program Adaptations, Accommodations, and Modifications

Adjustments to course content and evaluation could be made for individual students if the student's programming requires an adapted program, a modified program, or an individualized program.

Adaptations, accommodations, and modifications to programs require approval of Vincent Massey High School's Student Management Committee.

- **Adapted Program:** Intended for those students whose learning needs warrant changes to the teaching process, materials and/or student product to help them achieve the expected learning outcomes of the curricula.
- **Modified Program:** Intended for those students with special needs whose cognitive challenges require modifications in curricular goals, objectives, or outcomes of 50% or more to accommodate their individual learning requirements.
- **Individualized Program:** Intended for those students whose cognitive challenges require significant changes to programming such that they are not evaluated by the standards of the regular curricula.
- **Parent/Guardian Involvement:** Parent/guardian involvement is essential when changes to student programming is required. The classroom teacher is responsible for providing parents/guardians with the information of programming changes as deemed necessary through the school's Student Management Committee.
- **Parent/Guardian Concern/Dispute Resolution Process:** Should a parent/guardian have concerns regarding his/her son's/daughter's programming, he/she should first approach the classroom teacher. If he/she still has a concern that has not been addressed, he/she may appeal in the following order:
 - A member of the school support team (case managers, counselors, resource teachers)
 - Vice Principals of the respective departments
 - The Principal

Due Date Guidelines

Please note the following guidelines of the Brandon School Division Statement of Standards regarding the completion of assignments by students:

- A zero grade is given to unit assignments that are not submitted by the completion of the related unit's summative evaluation.
- Extensions will be allowed only after discussing with the teacher, and with the teacher's discretion.

Time Frame and Unit Descriptions

Note: The units may be covered in a different order than presented in this outline depending on learner interests and abilities. Each unit is weighted equally.

Unit 1: *Poetic Voices*

Approximate Instructional Time: 4 weeks

Unit Description: This unit will introduce students to reading and writing poetry in a non-daunting, fun way. Students will learn to interpret the main ideas and themes of a variety of poetic texts, and will monitor their own and other's communications for correctness, recognizing the use of purposeful misspellings or mispronunciations for stylistic effect. Students will become aware of and use a wide range of poetic forms and devices.

Evaluation:	Poetry Collection Assignment	60 marks
	Poetry Reading	10 marks
	Unit Test	30 marks
	TOTAL:	100 marks

Unit 2: *Shattering Stereotypes*

Approximate Instructional Time: 3-4 weeks

Unit Description: In our ever-changing, multicultural society, it is important that students develop an open and celebratory concept of what it means to be uniquely Canadian. To this end, we will explore the stereotypes that are associated with being Canadian. From here, students will focus on a particular cultural group in Canada – First Nations people – by examining and discussing the stereotypical attitudes that surround this group of people. In addition to viewing and responding to short documentary films, students will read Manitoba author Beatrice Culleton's novel April Raintree, which contends with such stereotypes, and reflect upon the impact that intolerance and inaccurate portrayals of cultural groups have on our society. Students will complete in-class journal responses and an essay (three topic options) in order to extend their ideas while developing their writing skills.

Evaluation:	Journal Responses	10 marks
	Media Scrapbook assignment	20 marks
	PowerPoint presentation	20 marks
	Essay	50 marks
	TOTAL:	100 marks

Unit 3: *Flowers for Algernon Novel Study*

Approximate Instructional Time: 3-4 weeks

Unit Description: Daniel Keyes's novel, Flowers for Algernon, examines important themes such as the mistreatment of the mentally disabled and the tension between intellect and emotion. Many people wonder how their lives would be affected by becoming more, or less, intelligent, and through reading

this novel, students will gain a glimpse into what such a journey might be like. Students will define new vocabulary terms, practice proper punctuation and spelling by rewriting excerpts from the novel, complete character comparisons and analyses, sequence events in journal entries, research and define the different types of intelligence, and use critical thinking skills to create a literary essay.

Evaluation:	Vocabulary Activities	5 marks
	Characters Venn Diagram	5 marks
	Journal Entries	20 marks
	Extended Response Statements	30 marks
	Literary Essay	40 marks
	TOTAL:	100 marks

Unit 4: *The Bizarre Voice of Edgar Allan Poe*

Approximate Instructional Time: 2 weeks

Unit Description: Students will examine the life and works of well-known mystery and suspense writer, Edgar Allan Poe. They will engage in small and large group discussions, and engage in writing activities where their writing mechanics will be evaluated. Through dramatic readings and readers' theatre, students will practice effective oral communication and attentive listening and viewing skills.

Evaluation:	Biography	20 marks
	Partner Project: Readers' Theatre	20 marks
	<u>The Tell Tale Heart</u> assignment	20 marks
	<u>The Raven</u> assignment	20 marks
	<u>The Pit and the Pendulum</u> assignment	20 marks
	Total:	100 marks

Unit 5: *Shakespeare's Romeo and Juliet*

Approximate Instructional Time: 4 weeks

Unit Description: In this unit, students will get to know the famous star-crossed lovers of Shakespeare's timeless play. They will participate in dramatic activities designed to enhance comprehension of the text and to build stronger connections to the universal themes in Shakespearean works. Students will also research the context of Shakespeare's works, in order to more fully appreciate and understand the language and ideas presented in the play. While reading the play, students will complete daily quizzes to evaluate their comprehension of the readings. After reading the play, students will view a film version; they will complete a film study and compare it to the original Shakespearean script. Students will choose from four options for their final project: a soundtrack, a board game, a drama performance, or a playbill.

Evaluation:	Comprehension Checks	10 marks
	Various writing activities	10 marks
	Various dramatic activities	10 marks
	Film Study	20 marks
	Final Project	50 marks
	Total:	100 marks

Unit 6: Individual Novel Study

Approximate Instructional Time: Throughout course

Unit Description: This unit is designed to allow students the opportunity to read a novel of their choice and respond to various literature aspects. Students will be allowed 10 minutes of silent reading at the beginning of every class, but they are also expected to read their individual novel at home in order to not fall behind. Each Friday, a portion of the class will be spent working on their novel study projects, which include a written report, a creative representation, and a literary essay. All individual novel study projects must be completed a month prior to the end of the course.

Evaluation:	Journal Entries	30 marks
	Novel Showbag	30 marks
	Literature Essay	40 marks
	Total:	100 marks

Final Assessment

In lieu of a final exam, students will spend the remainder of the semester participating in and completing a Personal Learning Project. This final project imitates the provincial exam which students will be required to write in Grade 12; it will include reading and responding, viewing, and a writing piece, all of which will focus on one theme (to be revealed just beforehand).

Classroom Expectations and Guidelines

Welcome to my classroom. I am looking forward to working with you this year. This page is designed to make clear the expectations and guidelines that will reduce any misunderstanding or disagreements, and promote your success in this course.

There are three main parties involved in your education. The most important participant is YOU. Your parents form a second group, and in this course I am the third. We all want the same thing: for you to do your best and to experience as much success as possible. It is my hope that you will embrace this as our common goal.

It is important for you to know that I have high expectations of my students. I expect them to work hard and to push themselves to improve. I expect them to be polite, well-behaved, and respectful. Similarly, you can expect exactly the same from me. I will work hard with you to help you reach your goals. I will spend extra time with you if you need it. I will push you to do your best, and I will respect and treat you as a young adult.

I expect you to complete and hand in your assignments no later than the due date. As mentioned on page one, the Brandon School Division Statement of Standards holds that any assignments not handed in prior to the end of the unit will receive a zero. I do not want to give you a zero. Every assignment I give you is meaningful; I want you to complete them, and if you know that you cannot complete one on time, extensions are a possibility *if you discuss the reason with me PRIOR TO THE DUE DATE*. I will mark your assignments and return them to you in a timely fashion in order to provide you with frequent and relevant feedback and evaluation.

Regular, punctual attendance is essential, not only to maximize your own opportunities for success, but also to reduce distractions for the other students. I expect you to be in class, ready to learn, **on time**. If you are absent from class, it is your responsibility to come to me as soon as possible to get caught up with assignments, etcetera.

If you find yourself confused with an assignment or idea presented in class, please let me know. I am very happy to come early or stay late to give you the help that you require. Once again, my goal in this class is the same as yours: to have you succeed.

PARENTS:

If at any time you have questions about your son's or daughter's progress, please do not hesitate to contact me at school (729-3170) or email (bromley.kyleigh@brandonsd.mb.ca). After reviewing this page with your child, please sign the portion below and have them return it to me tomorrow. Please feel free to add any comments you feel to be appropriate. Thank you.

Student's Name

Parent's Signature