

ELA 20F

2020-2021 Course Outline

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Course Description:

The Grade 10 program is designed to widen students' appreciation of the English language. The course is designed to move students from the exploratory level of Grade 9 towards a greater awareness of the variables of language and communication. The program will involve students in a variety of language activities with the object of increasing student awareness of the diversity and richness of language.

Since the course must accommodate a wide spectrum of students who may have varying language skills, the content will be broad in character. Students may encounter a wide variety of materials such as short prose, novels, drama, and poetry as well as visual material such as movies and documentaries. In addition, non-fiction texts such as biographies and memoirs may be featured. Written and oral communication skills are both stressed.

English Language Arts Strands:

There are six strands in the English Language Arts curriculum: *reading, writing, speaking, listening, viewing and representing.*

Using these strands, students will accomplish the following general learning objectives:

1. To explore thoughts, feelings, ideas and experiences.
2. To comprehend and respond personally and critically to oral, literary, and media texts.
3. To manage ideas and information.
4. To enhance the clarity and artistry of communication.
5. To celebrate and build community.

Proposed Units:

Unit 1 - Short Stories

- Short fiction and non-fiction will be read. Students will respond and discuss what they have read in various ways.
- Literary terms from previous years will be reviewed and new ones will be learned.
- A final test involving unit work and sight work will wrap up the unit.

Unit 2 - Flowers for Algernon

- A short unit involving the short story version of this novel will be studied.
- A movie study will be completed which ties in to the main theme of the story.

Unit 3 – Social Justice Novel Study

- The novel will be read in sections. Written responses and discussions will serve to share ideas and reinforce understanding.
- A variety of creative assignments will be completed.
- PROPER ESSAY STRUCTURE will be demonstrated with a five-paragraph essay written as the final in-class assignment for the novel.

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Unit 4 - Poetry

- A variety of poetry and song lyrics will be read; poetry terms will be reviewed, studied and applied.
- We will experiment with writing poetry.

Unit 6 – Drama: *Romeo and Juliet*

- The play will be read orally with parts being played by students in the class.
- Various drama activities will be incorporated, including some acting.
- Comprehension is the goal – discussion, reading response, and various assignments will be completed to add to your understanding and enjoyment of Shakespeare’s rich language as well as this timeless, universal story of love♥.

****This year, we will be making a determined effort to incorporate the following into the course: silent reading for pleasure, fun quick writes, everyday editing/grammar activities, and a variety of opportunities for public speaking.****

Assessment:

Term work will account for 80% of the total mark and will be assessed in the following categories:

- Knowledge & Comprehension – 30% (includes interpreting texts and responding to text ideas, quizzes, and tests)
- Compose & Create – 40% (includes assignments based on the writing process as well as oral presentations)
- Assess & Reflect – 30% (reflects students’ abilities to think critically, to form a perspective, inquire, self-assess, peer-assess, and collaborate. Includes reading reflection journals and assignments based on choice reading selections.)

A final exam worth 20% will be written at the end of the course.

Creating the Grade:

- Grades will be based only on the demonstration of an individual student’s knowledge and skills of the outcomes for each course:
 - Only items marked by the teacher will determine a student’s grade
 - Grades are based on individual student achievement, not group achievement
- When determining a grade, the teacher will decide whether there is sufficient evidence of achievement. If not, the mark can be reported as an “*IN*” (incomplete). Teachers will determine with students and parents/guardians a plan for completion of work.

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Establish, communicate, and apply consequences for late and missing work:

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers will apply the following strategies:

- confer with the student and, where appropriate, with the student's parent/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during lunch by attending the Assessment Completion Centre (ACC).

If, after completing the steps above, the student does not hand in the assignment by the agreed upon deadline, a zero may be used as a mark as the student has not demonstrated any knowledge or skill of the outcome.

The consequence for not completing work is to complete the work. Late marks will not be subtracted from an assignment as it is purely punitive and doesn't measure learning. The assignment will either be completed or given a zero.

The full policy is available on the SCI website under "Student Handbook".

Attendance:

Attendance is crucial for success. It enables the student to understand concepts and assignments and to take advantage of guidance provided by teachers and peers. In addition, students will receive immediate feedback regarding their progress. For absences that are unexcused or concerning, appropriate steps will be taken at 4, 8 10 and 12 absences. If a student reaches 12 absences in a given course, their continued attendance in the course is reviewed. See the S.C.I. Student/Parent Handbook for detailed information on the attendance policy.

Tardiness:

Students are considered late when they are not in class when the final buzzer rings. When late, politely knock on the door and wait for me to answer it. Then take your seat quietly and get ready to work. Many activities, such as homework checks, quizzes, writing assignments and journal responses occur at the beginning of class. New assignments are often introduced

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at the beginning of class and being late means important instructions have been missed. Students need to ensure that they come to class on time and are prepared to work.

Plagiarism:

Plagiarism is defined as passing off the words or ideas of another as one's own. This applies to downloading work from the Internet, copying another students' work, copying from other authors or using others' ideas without crediting the source. The following procedure will be implemented when student work is found to be plagiarized:

Students who plagiarize or copy other students' assignments will be called in to confer with the teacher. The student will be offered the opportunity to redo the assignment under the teacher's supervision. If the student chooses not to redo the assignment under supervision by an agreed-upon date, a mark of zero will be designated for the assignment.