

# English 10-1/10-2

## Course Outline

### C. O’Handley

#### **Overview**

The English 10-1 /10-2 course is designed to guide students towards meeting two basic goals of Senior High Language Arts. The first is to develop an appreciation and deepening understanding of the significance and artistry of the English Language. The second is to extend that appreciation and understanding into confident use of the language. This leads to development of the advanced language skills needed to receive a high school diploma, as well as the practical knowledge to communicate effectively in society.

The six Language Arts – Reading, Writing, Viewing, Speaking, Listening, and Representing – will be incorporated into each unit of study. This will give students an opportunity to master language and communication skills in a variety of formats.

#### **Class Composition:**

This class will consist of students at both the English 10-1 and English 10-2 levels. For this reason, assignments may differ slightly from student to student. As well, even if the assignments are the same for all students, students enrolled in English 10-1 and English 10-2 will be evaluated differently.

#### **General Outcomes**

High School English students will:

1. explore thoughts, ideas, feelings and experiences.
2. comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
3. manage ideas and information.
4. create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.  
respect, support and collaborate with others.

#### **Published Course Materials**

<u>Crossroads 10 -</u>	Authorized Multi-genre anthology
<u>To Kill a Mockingbird</u>	by Harper Lee – Novel
<u>The Merchant of Venice</u>	by William Shakespeare – Play
<u>Tribes</u>	by Arthur Slade – Novel
<u>Of Mice and Men</u>	by John Steinbeck

Other textbooks may be used from time to time as needed. Materials will be signed out as needed and returned in good condition before end of term.

## **Course Set-up**

Evaluation for this course is divided into six units of study and a **final exam**. Units of study are as follows:

### **BASIC SKILLS:**

- students will work on writing skills, vocabulary development and research skills.
- Skills and assignments for this unit will be given and worked on during the first 20 minutes of class.
- This skills unit will run for the entire semester.

### **POETRY:**

- Students will be introduced to poetry terms, poetry analysis, and begin to express themselves through poetry.
- **Resources:** Crossroads 10: a multi-genre anthology  
*Various poetry sources*
- This unit is scheduled for 14 classes (tentatively)

### **SHORT STORY / FILM:**

- students will work on reading and writing short stories, reading comprehension, and film analysis and film construction.
- **Resources :** Crossroads 10: a multi-genre anthology  
Mr. Holland's Opus: a feature film
- This unit is scheduled for 18 classes (tentatively)

### **SHAKESPEAREAN PLAY:**

- Students will be introduced to the study of Shakespeare's works with the student of the play The Merchant of Venice.
- **Resources:** The Merchant of Venice (Harbrace Shakespeare)
- This unit is scheduled for 20 classes (tentatively)

### **NOVEL STUDY:**

- Students will study the novel To Kill A Mockingbird by Harper Lee.
- **Resources:** To Kill a Mockingbird by Harper Lee
- This unit is scheduled for 20 classes (tentatively)

### **CLASS READING:**

- Students will be expected to read on a regular basis. Students will be expected to follow the set reading schedule, answer questions based on what they have read and complete assignments based on these readings.
- THIS WILL NOT INCLUDE A MAJOR NOVEL STUDY AS IN THE NOVEL STUDY UNIT!
- **Resources:** Tribes by Arthur Slade  
Of Mice and Men by John Steinbeck  
Student Choice from an approved list
- This unit will run throughout the semester. There will not be regular reading scheduled during the units which require major daily reading (The Merchant of Venice and To Kill a Mockingbird)

### **Evaluation Breakdown:**

#### **Per Unit:**

Basic Skills:	20%
Poetry:	15%
Short Story / Film:	15%
<u>The Merchant of Venice</u>	15%
<u>To Kill A Mockingbird</u>	15%
Reading:	15%

FINAL EXAM:	20%
-------------	-----

### **Within each Unit**

#### **Basic Skills:**

Writing:	30%
Skill building:	30%
Vocabulary:	20%
Mechanics:	20%

#### **Other Units:**

Quizzes:	10%
Creative Writing:	20%
Critical Writing:	20%
Comprehension:	20%
Representing:	15%
Exam:	15%

Students will be evaluated in a number of ways. **Assessment for learning** activities, such as writing plans and outlines, critiques, reading logs and writing journals, allow for practice and rehearsal of skills necessary to encourage growth and confidence. These activities are important and comprise a large component of the class but a small portion of the final mark. **Assessment of learning** evaluation, wherein students display mastery of course outcomes, includes items such as project and written work, major assignments, and exams. These make up the larger portion of the final grade.

While students are often offered choice in the way they demonstrate proficiency, at the English 10 level they must successfully complete the following assignments: ***personal response, critical / analytical response to literature, critical / analytical response to non-print, critical / analytical response to context, narrative writing, persuasive writing, script, learning log, and oral/visual/multimedia presentation.***

All unit work must be turned in when the unit is completed.

### **Class Work and Work Ethic:**

At the English 10 level, students must establish good classroom practice in order to be successful. This includes arriving to class on time with binders, papers, writing utensils, and the necessary reading materials. It is expected that students will bring an educationally functional electronic device as outlined by Beiseker Community School policy. This will be used for word processing, note-taking, research, etc. It should be charged and ready to use. Our school tech, Mr. Rob Adams, is available to assist with printing and login issues several days a week.

**NOTE:** For the purposes of FOCUS and ATTENTION, cell phones **WILL NOT** be allowed in this classroom.

Students have a 52 minute *Focus Block* on Monday through Thursday, in order to collaborate on projects, read, study, or to get extra help in specific areas. To be successful, students must take advantage of these blocks and ensure work is completed to the best of his or her ability. **It is an expectation that students take ownership of their learning by using this time to complete readings and assignments, as well as seek out assistance when necessary.**

Missed Quizzes and Tests: In the case of excused absences, missed quizzes and tests must be written on the first day back. Tests missed for unexcused absences may result in an NHI or zero.

Late work: Communication with your teacher is imperative before due dates. Although work may be accepted after the due date depending on circumstances, some formative assignments are addressed and reviewed together as a class within a short time of being assigned, making it critical that they be completed promptly. In the case where assignments will be reviewed before a student has handed in work, an alternate assignment may be given.

Missing assignments: At Beiseker Community School, it is our belief that a student's grade should demonstrate and reflect the student's knowledge. To this end, we will do our best to avoid assigning a mark of zero on a task or assignment. However, if after attempts such as: phone calls home, email home, PowerSchool notification, focus block meetings, administrative referral, etc, have been attended to and the student has still not complied, then an incomplete or failing grade may be applied.

### **Plagiarism Policy:**

Submitting someone else's work as your own is a serious offense. This includes summarizing, copying, and making minor adjustments to work that has been 'cut and pasted'. Be sure to use your own ideas in your own words. The consequences of plagiarism range from a zero in the assignment for the first offense, a zero and parents contacted for the second offense, and a zero with parent and administration involvement.