ELA 20F: Grade 10 English Language Arts Course Outline

Credit Value: One Credit

McCreary School
Course Code: 0001
Grade 10 English Language Arts
Semester 1

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Room 10

Prerequisites – Acquisition of ELA 10F is required.

Course Description/Overview
Through the study of ELA, each student from kindergarten to grade 12 learns to understand, appreciate, and use language in everyday life. Students learn to listen, speak, read, write, view, and represent at different times and in different ways, both in the English language arts classroom and in their day-to-day experiences outside of it. To assist students in acquiring these learning experiences, teachers and students will choose and use appropriate learning resources, including novels, plays, essays, film, and/or poetry to develop one's ELA knowledge and skills.

Focus and Purpose
The purpose of taking ELA 20F to learn specific writing, reading, and listening skills, but it is also necessary for student success to take an interdisciplinary approach by applying English Language Arts skills to other subjects

Objectives
Students will work towards the following goals:

- *extend their understanding through personal and critical study of a variety of experiences, ideas, and viewpoints*
- *develop learning goals based on personal achievements, needs, and interests*
- *monitor their understanding of what they read, see, and hear in order to select and adjust comprehension strategies*
- *respond personally and critically to a wide range of materials they read, see, and hear, and examine the distinctive characteristics of each type of text*
- *examine a variety of methods used to communicate information, ideas, and opinions*
- *plan and conduct inquiry or research to investigate a variety of questions and topics by accessing and evaluating appropriate information sources*
- *demonstrate increasing confidence and control in using a variety of methods to communicate information, ideas, and opinions effectively for a particular purpose, audience, and situation*
- *use a variety of skills and strategies to revise, edit, and proofread their work*
- *work cooperatively with others by encouraging and supporting them; and recognize and analyze the effect of this process on self and one's perception of the world*

Resources

- Sightlines 10 textbook
- Resource lines textbook

Required Materials

- Note paper (loose leaf) and a binder to keep class work
- A separate duotang, binder, or notebook for your monthly book report assignments (Reading Response)
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, and other projects)
- Dictionary and thesaurus (optional)
- USB Memory stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

ELA 20F Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

September	Intro to writing. (Generating Idea, Organization and structure, writing conventions, and language use and arrangement.)	The writing process. a) Transitions b) Hamburger c) and PEA Writing Methods
	The editing and revision process.	Developing, generating, evaluating, and selecting ideas in reading, writing, and observing visuals.
October	Intro to forms of writing (article (e.g., magazine, newspaper, journal), column, editorial, essay, eulogy, fable, memoir, monologue, proposal, script (e.g., radio, screen, stage), short story, speech, etc.)	Short Stories Elements of a narrative. (Plot, setting, characters, conflict, and theme)
	Media literacy a. Elements of power b. Elements of Influence c. Propaganda d. Commercials/advertising	Visual Assignment a. Night boat to Freedom b. Two or three contemporary image. c. What you see vs what you interpret
	Novel Study Further delve into elements of a narrative. (Plot, setting, characters, conflict, and theme)	Character types Confidante, Dynamic Character, Flat Character, Foil Character, Round Character, Static Character, Stock Character, Protagonist, Antagonist, Symbolic, etc.
November	Explore the Hero's Journey 1. Ordinary World 2. Call To Adventure 3. Refusal Of The Call 4. Meeting The Mentor 5. Crossing The Threshold 6. Tests, Allies, Enemies 7. Approach To The Inmost Cave 8. Ordeal 9. Reward (Seizing The Sword) 10. The Road Back 11. Resurrection 12. Return With The Elixir	Exploring a novel's theme. The theme in a story is its underlying message, or 'big idea.' In other words, what critical belief about life is the author trying to convey
	Exploring song lyrics. a) Figurative language b) Literary devices c) Theme	Exploring Poetry a) Figurative language b) Literary devices c) Lines d) Stanza e) Rhyming f) Rhythm g) Theme h) Etc.
December	Novella Delve into character development, theme, setting, conflict and plot. Inquiry discussions and questions.	Forms of writing (magazine, newspaper, journal), column, editorial, essay, eulogy, fable, memoir, monologue, proposal, script (e.g., radio, screen, stage), short story, speech, etc.)
January	Writing a letter and cover letter.	Communication strategies. Preparing for job interview.
	Preparing for divisional exam.	Writing divisional exam.

Note: Students will also be completing assignments that will be works on throughout the course. This will include a Genius hour assignment (inquiry project) and two Reading response assignment. Please refer to the tentative dues dates below.

Important Dates ELA 20F – (Subject to change due to unforeseen circumstances)

September 16 – January 10 – Weekly Genius Hour journal entries
September – January – In class reading/ discussion/synopsis of reading response.
October 11 – 'Genius Hour' Pair Pitch
October 18 – Genius Hour Project Outline
October 28 – In class reading response assignment
January 15 - Genius Hour Final Paper and Presentation
January 17 - In class reading response assignment
January 28 – 31 - Exams

Grade Appropriate Outcomes, Activities, and Skills

In ELA 20F students are expected to learn/build upon their knowledge for the following outcomes, activities, and skills. These outcomes, activities, and skills may be demonstrated through adaptations, if necessary. ELA focuses on oral, written and visual communication. Upon the completion of this course students are expected to;

- Understand different types of essays/writing forms.
- Understand different essay formats (intros, conclusions, etc.)
- Explore different organizational structures/patterns.
- Understand higher level grammar (colon, semi-colon, etc.)
- Be able to form complex connections between form, purpose and audience.
- Consistently provides specific references from text to support ideas.
- Identify and explain more complex or multiple themes and central ideas in texts.
- Introduce the five-point rubric used to mark writing, using exemplars.
- Use a wide variety of vocabulary to suit the genre of writing.
- Understand, identify and explain the effectiveness of the use of figurative language by an author.
- Make emotional connections to reading and writing.
- Become more aware of the voice and tone of a piece of their own writing and make appropriate word choices.
- Make in depth observations about various forms of texts.
- Create insightful connections between ideas.
- Be able to identify and explain all different literary elements of written texts.
- Be able to summarize/paraphrase/write others ideas in your own words.

Grade Appropriate Themes and Topics

Students will explore a vast array of themes and topics to acquire the necessary outcomes within ELA 20F. Themes and topics will be chosen throughout the course to meet the interests and needs of the students.

The topics may (but is not limited to) include:

- Justice
- Fear of failure
- Fulfillment
- Overcoming obstacles
- Experience
- Discipline
- Good versus bad
- Journey
- Responsibility
- Friendship
- Health
- Secrecy
- Money
- Bravery
- Discovery
- Attitudes
- Sports
- Leadership

Academic Evaluation and Assessment

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and ELA activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any-all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK!
Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

Evaluation Methods and Specific Assessment

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

Evaluation Format:

Term Work - Formally Evaluated Work (assignments, unit tests, projects) 70%
Final Exam (A divisional exam which covers the outcomes studied in ELA 20F) 30%

I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School's late policy, developed in accordance with the Provincial Assessment Policy.
The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher's discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments
7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

Student Support and Attendance Policy

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

Use of Technology Policy
Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

Behavioural Assessment
Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:
Personal Management Skills

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

Active Participation in Learning

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

Social Responsibility

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

**The course outline may be changed due to unforeseen circumstances. **

Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: _____

Student's Signature: _____ Date: _____

Parent's Name: _____

Parent's Signature: _____ Date: __ _____