

Course: English Language Arts 10 – Literature Study / Creative Writing

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Course Description:

English Language Arts 10, Literature Study/Creative Writing is designed for students who are interested in using reading and writing strategies for self-expression, critical analysis and various creative purposes. The course provides students with in-depth opportunities to become better readers and writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and develop their inferential and critical thinking skills through reading, listening, watching, writing and design processes. English Language Arts 10 in the Summer Learning program invites students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing. Throughout the course, students will work in a variety of genres, including short stories, screenplays, poetry, flash fiction, memoir, and creative non-fiction.

Statement of Inquiry:

How will engagement in a variety of genres expand students' critical thinking skills and exploration of personal and cultural identities?

For English Language Arts 10, we will structure our course around these five big ideas:

- Creative writers are observers of the world around them.
- Creative writers take risks, fail, and try again.
- The exploration of text and story deepens the understanding of one's identity, others, and the world.
- Texts are socially, culturally, geographically, and historically constructed.
- Language shapes ideas and influences others.

Summer Learning Beliefs:

Summer Learning provides an engaging learning environment where all students can challenge themselves academically and fulfill their learning goals. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty policy
- adhere to the *Summer Learning* Student Engagement policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their ability
- access technology in class when instructed to do so and for learning purposes only
- challenge themselves and have fun learning

All Summer Learning policies can be accessed at:

<https://www.sd44.ca/school/summer/policies/Pages/default>.

Learning Plan:

Percentage	Evidence of Learning (Assessment)	Learning Plan
80%	<p>Know how to make inferences based on reading strategies and an assessment of language features and voice.</p> <p>Know how to reflect on their work to make creative and critical choices that impact the audience Assess texts to make connections to self, world, and others Compose creative and critical responses to varied texts</p> <p>Discuss and share ideas with others in an engaged academic setting</p> <p>Questioning and reflecting on what we read, hear, and see makes us more engaged and informed citizens.</p> <p>Assessment will include a range of activities and assignments, including, but not limited to: paragraph and multi-paragraph responses, small group analysis, peer to peer teaching, essays, personal narrative, creative fiction and poetry.</p>	<p><i>What the students will know:</i></p> <ul style="list-style-type: none"> • reading and oral language strategies • writing and design processes • language features and literary elements • protocols related to ownership of First Peoples oral texts • literal meaning and inferential meaning • Exploration of Voice <p><i>What the students will do:</i></p> <ul style="list-style-type: none"> • Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts. • Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact. • Recognize personal, social, and cultural contexts, as well as perspectives and values. • Explore how language constructs personal and cultural identity. <p><i>What the students will understand:</i></p> <ul style="list-style-type: none"> • Exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. • People understand text differently depending on their world views and perspectives. • Texts are socially, culturally, geographically, and historically constructed.
20%	Students will apply concepts, analyze, and create to provide evidence of learning. They are free to use any course content/material to express an understanding of various ways of knowing, such as, reason, logic, emotion, language, memory, and imagination.	
100%		

Grade Boundaries:

An “A” student will/can...

Provide perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Perceptively analyze effects of the author’s choices. Give detailed justification of opinions and ideas. Perceptively compare and contrast by making extensive connections. Make sophisticated use of organizational structures. Effectively organizes opinions and ideas in a sophisticated way. Produces texts that demonstrate a high degree of personal engagement. Make perceptive stylistic choices to demonstrate good awareness of impact on an audience. Effectively use a range of appropriate vocabulary, sentence structures and forms of expression. Write and speak in a consistently appropriate register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a high degree of accuracy.

A “B” student will /can ...

Competently analyze the content, context, language, structure, technique, style of text(s) and the relationship among texts. Competently analyze the effects of the author’s choices. Give sufficient justification of opinions and ideas. Evaluate similarities and differences by making substantial connections. Make competent use of organizational structures. Organize opinions and ideas in a coherent and logical manner. Produce texts that demonstrate considerable personal engagement. Make thoughtful stylistic choices to demonstrate good awareness of impact on an audience. Use varied range of appropriate vocabulary, sentence structures and forms of expression. Write and speak competently in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a considerable degree of accuracy.

A “C” student will /can ...

Provide adequate analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Adequately analyze the effects of the author’s choices. Give justification of opinions and ideas. Evaluate some similarities and differences by making adequate connections. Make adequate use of organizational structures. Organize opinions and ideas with some degree of coherence and logic. Produce texts that demonstrate adequate personal engagement. Make some stylistic choices to demonstrate adequate awareness of impact on an audience. Use an adequate range of appropriate vocabulary, sentence structures and forms of expression. Sometimes write and speak in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with some degree of accuracy.

Celebration of Learning:

The 2018 Celebration of Learning is shaped around “Ways of Knowing”. These ways of knowing include, language, reason, emotion, sensory perception, imagination, intuition, and memory. Our class will collaborate to create one Pecha Kucha presentation. A Pecha Kucha presentation uses imagery and spoken word. Each student is responsible for preparing 3 slides of images and 30 seconds of spoken content about the ways in which we know.

Resources:

Resources
<ul style="list-style-type: none"> • Class texts will be provided: Inside Stories II, Romeo and Juliet, Animal Farm, Indian Horse
<ul style="list-style-type: none"> • Students will need to bring a novel to class for personal reading time
<ul style="list-style-type: none"> • Students will need lined paper, pens, and a binder