

Course: Spoken Word and Composition 10

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Course Description:

In this course, students will develop their skills in language arts through a focused study of many forms of text and will have opportunities to develop their inferential and critical thinking skills through reading, listening, watching, speaking, and design processes. The course will explore personal and cultural identities. Within a supportive community, students will collaborate on designing, writing, producing, and sharing texts.

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 engage 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/About/Pages/default.aspx#/=>

Course Syllabus:

Unit	Essential Questions	Content	Curricular Competencies	Assessment Task
Unit 1 Personal context: Who are we? How do we communicate?	How do peoples' experiences and histories inform and influence our sense of self? How do these affect our understanding of texts and our	- Writing processes - Oral language strategies - Language features, structures, and conventions	- Explore how language constructs personal and cultural identities. - Construct meaningful personal connections between self, text and the world. - Assess and refine texts to improve clarity and impact	Creation and sharing of original work

	ability to communicate with others?	- Presentation techniques	- Writing processes	
Unit Two: How do we create and interact with text?	How do an author's context and stylistic choices affect the audience's understanding? How is story affected by its' social, political and geographic context?	- Text forms and genres - Narrative structures found in First Peoples' texts - Reading strategies	- 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 - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	- Lit. Circle discussion groups and presentations - Creation of Literary responses connecting context to understanding

Grade Descriptors:

“A” quality evidence of learning....

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

“B” quality evidence of learning....

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.

“C” quality evidence of learning....

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.

Resources:

Resources
Microsoft Teams
Class notebook and pens/pencils

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, on whose unceded traditional territory the North Vancouver School District resides. We value the opportunity to learn, share and grow on this traditional territory.