

English Language Arts 10

WINDSOR COURSE OUTLINE for BOTH STUDENTS and PARENTS

2019-2020



NEWSFLASH: A BRAND-NEW PROVINCIAL LITERACY ASSESSMENT!

What will shortly accompany this course outline: (1) a detailed set of **Exam Specifications** and (2) a sample **Assessment Key, Rubrics, and Scoring Guides**.

ASSESSMENT and CURRICULUM

Assessment and curriculum are interconnected. Curriculum sets the learning standards that give focus to classroom instruction and assessment. Assessment involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students' progress toward meeting provincial learning standards.

B.C.'s assessment system is being re-designed to align with the new curriculum. Assessment of all forms will support a more flexible, personalized approach to learning and measure deeper, complex thinking. B.C.'s educational assessment system strives to support student success by providing timely, meaningful information on student learning through multiple forms of assessment. The assessment system measures student learning and understanding of subject areas throughout their educational experience.

THE GRADE 10 PROVINCIAL LITERACY ASSESSMENT

This form of assessment measures students' ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. This assessment is delivered online and has three parts:

Part A (all students complete this part): Students will read several different types of texts (e.g. blogs, infographics, newspaper or magazine articles, social media feeds, and stories). Students will demonstrate that they can analyze and make meaning from the texts by answering a series of selected-response questions. They will then provide written responses to communicate their understanding.

Part B (students choose **one** of two options): After choosing one option, students will read a new set of texts. Again, they will demonstrate that they can analyze and make meaning of the texts by answering selected-response questions. They will then provide written responses to communicate personal connections.

Part C (Self-reflection component). These questions ask students to reflect on their experience with the assessment. This component is not graded.

NATURE and SCOPE of EVOLVING ELA CURRICULUM

The re-design of BC's curriculum provides flexibility to inspire the **personalization** of learning and addresses the diverse needs and interests of BC students. BC's re-configured curriculum provides teachers with greater flexibility in creating learning environments that are relevant, engaging, and novel. This curriculum presents what students are expected **to know, understand, and be able to do**, articulated in a learning progression that begins in Kindergarten and continues through to Grade 12. **English Language Arts is a foundational curriculum that equips students with the language and literacy skills they will need for success in school, community, career, and life.** The English Language Arts 10 curriculum – in addressing personalized learning, and essential learning and core competencies -- has as its foundation **five** (5) strands: **Composition, Creative Writing, Literary Studies, New Media, and Spoken Language.** All five strands will no doubt underpin the English Language Arts 10 course, but **two** in particular will be front and center:

LITERARY STUDIES 10 (2 credits) and COMPOSITION 10 (2 credits)

LITERARY STUDIES 10

Literary Studies 10 will focus on literature of a specific era, geographical area, or theme, or in the study of literature in general. This strand allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through a variety of literary works. Students will increase their literacy skills through close reading of appropriately challenging texts; expand their development as educated global citizens; broaden their understanding of themselves and the world; and develop higher-level thinking and learning skills.

There will be genre-specific studies – poetry, short stories, novels, drama, graphic novels, and children's literature; a focus on Canadian literature; First People's texts; thematic studies; and specific author studies.

COMPOSITION 10

Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their own writing. The strand builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions. Students have opportunities to individually and collaboratively study, create, write original pieces, and explore audience and purpose. They will also develop their craft through the processes of drafting, reflecting, and revising.

There will be narrative, expository, descriptive, persuasive, and opinion pieces; planning, drafting, and editing processes; writing for specific audiences and specific disciplines; citing of sources; considering the credibility of evidence; and evaluating the quality and reliability of the source.

These two strands – Literary Studies and Composition – are together **concept-based and competency-driven**. They place more emphasis on a deeper understanding of concepts and the application of processes than on the memorization of isolated facts and information. What students are expected **to understand, to know, and to do** -- sets of intellectual, personal, and social/emotional proficiencies -- are the competencies which will help students facilitate a more profound learning and contribute to their personal growth. They can be re-categorized, if you will, as **thinking** (both creative and critical), **communication**, and **social/personal awareness competencies**. Literary Studies and Composition will each clearly embrace the vision and practice of our new curriculum, categorized again, if you will, as ...

1 Big Ideas 2 Content 3 Curricular Competencies.



FIRST, OUR WORKING VOCABULARY (and TERMS)

Throughout this curriculum dissection, two words – **Text** and **Story** – require elaboration. **“Text” and “Texts”** are generic terms referring to all forms of oral, written, visual, or digital communication. **Oral texts** include speeches, poems, plays, oral stories, and songs. **Written texts** include novels, articles, and short stories. **Visual texts** include posters, photographs, and

other images. **Digital texts** include electronic forms of all of the above. Oral, written, and visual elements can be combined in dramatic presentations, graphic novels, films, web pages, and advertisements. The word “**Story**” relates to narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and they often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.

Students! (and parents!) Other curricular competencies – what they mean, and how they are presented and implemented for English Language Arts 10 can be easily accessed by going to

www.curriculum.gov.bc.ca!



DETAILS: LITERARY STUDIES and COMPOSITION

1 BIG IDEAS and LITERARY STUDIES

What students are expected to understand in English Language Arts 10

The **Big Ideas** relate to language and story being a source of creativity and joy; stories and other texts deepening our understanding of diverse, complex ideas about identity, others, and the world; people understanding text differently depending on their world views and perspectives; texts being presented which are socially, culturally, and historically constructed; and students questioning what we hear, read, and view, all contributing to our ability to be engaged citizens.

1 BIG IDEAS and COMPOSITION

What students are expected to understand in English Language Arts 10.

Complementing the above Big Ideas, the **Composition** strand will explore language in shaping ideas and influencing others; and engagement with writing processes which will support creativity and enhance clarity of expression.

2 CONTENT and LITERARY STUDIES

What students are expected to know in English Language Arts 10.

Students will become familiar with text forms and genres, including narrative structures found in First Peoples texts. There is a focus on knowing reading strategies, oral language strategies, and meta-cognitive strategies (reflecting/questioning/goal-setting/self-evaluating). As well, language features, structures, and conventions are emphasized, including elements of style, exploration of voice; literary elements and devices, literal meaning and inferential meaning, and citation techniques.

2 CONTENT and COMPOSITION

What students are expected to know in English Language Arts 10.

See above for Literary Studies.

3 CURRICULAR COMPETENCIES and LITERARY STUDIES

What students are expected to do in English Language Arts 10.

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to exchange ideas and viewpoints and construct meaningful connections between self, text, and world and to extend thinking; to recognize and appreciate how different features, forms, and genres reflect different purposes, audiences, and messages and use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences; and to use an increasing repertoire of conventions of spelling, grammar, and punctuation.

Texts will be used to access information and ideas for diverse purposes; to apply appropriate strategies to comprehend written, oral, and visual texts; to think critically, creatively, and reflectively; to recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts; to respond to text in personal, creative, and critical ways; and to explain how literary elements, techniques, and devices enhance and shape meaning.

Texts will also recognize and appreciate the role of story, narrative, and oral tradition in expressing First People's perspectives, values, beliefs, and points of view; to recognize and appreciate the diversity within and across First People's societies as represented in texts; to explore the relevance, accuracy, and reliability of texts; to identify bias, contradictions, and distortions; to respond to text in personal, creative, and critical ways; to demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes; to express and support an opinion with evidence; and to use acknowledgments and citations to recognize intellectual property rights.

3 CURRICULAR COMPETENCIES and COMPOSITION

What students are expected to do in English Language Arts 10.

Complementing the above Curricular Competencies, the **Composition** strand will explore how language constructs personal and cultural identities; how writing and design processes are used to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences; and how ideas and information are transformed to create original pieces.

THIS CURRICULUM MODEL ...

pulls together the best from modern learning theories. At the outset, the curriculum needs to ...

- * be flexible to better enable teachers to innovate.
- * focus on higher-order learning.
- * address the Big Ideas, Content, and Curricular Competencies.
- * integrate Aboriginal world views and knowledge.
- * respect the unique nature of disciplines while supporting cross-curricular learning.

WINDSOR'S PAST LANGUAGE ARTS PROGRAM

Windsor's past Language Arts program, in fact, has had many elements in place which are already consistent with the new curriculum. Students were able to communicate effectively in written, spoken, and visual forms; to develop positive attitudes towards language learning; to make connections to other areas of study and to life outside the classroom; to think critically, creatively, and reflectively in relation to self and others; to appreciate their own culture and the cultures of others; and to use accompanying technology that helps facilitate learning outcomes.

STUDENTS WILL CONTINUE TO ...

demonstrate their understanding of written, oral, and visual communications; draw reasoned conclusions from information found in written, spoken, or visual communications and to defend their conclusions; apply their knowledge of the conventions of language and use appropriate vocabulary to talk about them; employ effective processes and strategies to generate, gather, and organize information and ideas; enhance the precision, clarity, and artistry of their communications; understand and use a variety of forms and styles of communication that are relevant to specific purposes and audiences; use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world; use language to interact and collaborate with others within the school and community and to value and support others.

Essentially, everything that we have already done in our language-arts program is being re-labelled, re-categorized, re-compartmentalized with respect to the new curriculum model in place.

ENGLISH LANGUAGE ARTS 10: MORE SPECIFICITY

The Big Ideas, Content, and Curricular Competencies will be directly addressed through the accompanying units listed which span the Literary Studies and Composition strands:

punctuation rules as part of enhancing written expression, including capitals, commas, colons, semi-colons, end marks, apostrophes, quotation marks, hyphens, and dashes.

parts of speech and usage in order to promote sound written expression: nouns, pronouns, adjectives, verbs, adverbs, prepositions, and conjunctions..

sentence, paragraph, multi-paragraph development and variety -- including the literary essay (and quoting procedures), along with brainstorming, drafting, revising, editing, and proofreading of work. Content, organization, expression, and mechanics of the writing will be of paramount importance.

short stories (Inside Stories II), including elements of fiction; written expression; quoting procedures.

the novel (To Kill a Mockingbird), including elements of fiction; written expression; quoting procedures.

the play (A Midsummer Night's Dream), also including elements of the play and related terminology; performing of; written expression; quoting procedures.

poetry -- structure, theme, terminology, explication of; writing of; written expression; quoting procedures.

ACCOMPANYING ACTIVITIES

reading journals: play, short stories, poetry, novel, independent novel, other.

an independent novel study.

oral presentations throughout most units.

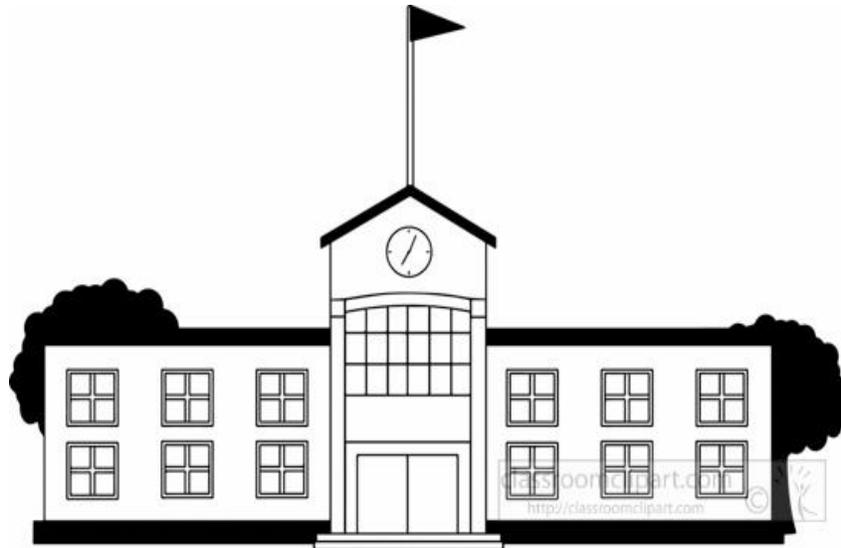
vocabulary development.

an assortment of readings to facilitate engagement, analysis, discussion, argumentation, comprehension, and variety of written expression.

PRINCIPLES OF QUALITY ASSESSMENT

The following principles provide a foundation for the development of classroom assessment (**formative and summative**) and communication of student learning. Quality assessment ...

- * is fair, transparent, meaningful, and responsive to all learners.
- * focuses on all three components of the curriculum model -- **understanding, knowing, and doing,**
- * provides on-going descriptive feedback to students.
- * is timely, specific, and embedded in day-to-day instruction.
- * provides varied and multiple opportunities for learners to demonstrate their learning.
- * involves the student in his or her learning.
- * promotes development of student self-assessment and goal-setting for the next steps in learning.
- * allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning.
- * communicates clearly to the learner and parents where the student is, what he is working towards, and the ways in which learning can be supported.



Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for on-going, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess in order to build important meta-cognitive skills (reflecting, questioning, goal-setting, and self-evaluating).

REPORTING OF STUDENT LEARNING

The purpose of reporting is to communicate student achievement to students and their parents/guardians. Student performance is evaluated based on information collected through assessment activities over an instructional period. Through a combination of formative and summative assessment practices, teachers report to parents on the progress of their child with regard to the curricular competencies, content, and big ideas. BC provincial regulations require that parents be provided with a minimum of three formal written report cards, including one summative report in June.

Our evolving curriculum for Literary Studies 10 and Composition 10 each term this year will facilitate the progression of three (3) Core Competencies – **Communication, Creative and Critical Thinking, and Personal and Social** – ones clearly interlocking with one another from one major unit to another. The **Communication** competency develops through a bridging involving students’ learning their personal and social identities and relationships, and the world in which they interact, and will primarily present itself in all forms of written expression and oral communication. The **Creative and Critical Thinking** competency comes to fruition with students making creative judgments based on reasoning, examining their own thinking, and that of others, and interacting with information that they receive through observation, experience, and various forms of communication. The **Personal and Social** competency flourishes through students embracing positive personal and cultural identities, greater personal awareness overall, and social responsibilities. These competencies will meld very well together in our literary studies and written expression in particular throughout the school year.

ASSESSMENT

What will be new, of course, is the literacy assessment as outlined at the beginning of this course outline. What will remain the same (for perhaps one more school year) will be our using both percentages (%'s), **cumulative grading**, and letter grades to record progression in the core competencies.

CUMULATIVE GRADING at WINDSOR

Cumulative grading was introduced school-wide four years ago, **and will continue as such until we fully transition into a re-designed curriculum and new grading dynamic next year.** Therefore, each and every mark in the first term of course affects the overall grade for the term, **but this term grade then automatically carries over** to the start of the second term and is then immediately affected by each and every mark in this term, and then into and throughout the third term. At any given time, in any term, the teacher can give the student and/or parents the year's achievement to that point in time using the MyEducation program.

What is being graded will vary, of course, from term to term, and marks will be placed in designated compartments or bins (ones set up at the beginning of the school year), for example, literature marks with literature marks from term to term, writing grades with writing grades from term to term, homework marks with homework marks from term to term, and so on. There won't be a mixing of different kinds of grades within the same bin; everything will be of the same order and kind, keeping the evaluations clean from term to term and making the cumulative grade a tenable reflection of a student's strengths and otherwise from term to term. Normally, from term to term, **written expression** commands the highest value among the different compartments. The cumulative mark at year's end truly captures the student's achievement throughout the year.

There will be **a percent and letter grade** for each of the three core competencies for each term, which will then produce a final term percent and letter grade taking all three competencies into account. For example, the Term 02 reporting period will show a student's cumulative grade for Terms 01 and 02 and will show once again grading in each of the three competencies and now also show whether or not a student is progressing in each competency because I will include what his or her competency grades were from Term 01. In the Term 03 reporting period, in addition to showing the student's final cumulative grade for the course, I will show – as a reminder – what the competency grades were from both Terms 01 and 02 so that we can see how a student progressed in the three competencies throughout the year.

LETTER GRADE AND PERCENT RANGES

A (86-100%) B (73-85%) C+ (67-72%) C (60-66%) C- (50-59%) D (40-49%) E (below 40)

OTHER IMPORTANT CLASSROOM EXPECTATIONS

Students must complete assigned homework (reflected in term grade) on time in order to support subsequent assessments. A student who is legitimately absent on the day of a test or in-class composition is expected to complete this work on the first class back. In each and every class, students must embrace **responsible attitudes** towards attendance, punctuality, preparedness for class, notebook organization, classroom behaviour, respect for others, and on-task involvement in assigned work; otherwise, parents, the grade counsellor, and the grade administrator will be

involved. Be sure to turn off cell phones, to not listen to music in class, to not bring food or drink to class except for H2O, and to dress appropriately. Yes, you are allowed to inhale and exhale. These expectations apply fully when a TOC takes my place on a given day.

YOUR AGENDA BOOK

Recording any and all homework assignments, upcoming tests, and in-class written expression in your agenda book is crucial in your staying on top of your work. Be prepared! Louis Pasteur once wrote, "**Fortune favors the prepared mind.**"

FOR THOSE BELIEVING THAT "THE END JUSTIFIES THE MEANS" ...

Copying another student's work (in whole or in part) regardless of the nature of the assignment, or plagiarizing from books, magazines, newspapers, internet sources, or any other means (in whole or in part) is prohibited, and the student will automatically lose all credit for that assignment. Be warned! Parents and counsellor will be made aware of your actions. Even the student found "sharing" his or her completed work for another to copy will not be given credit for the assignment.

NOTEBOOK ORGANIZATION (using binder dividers and labels):

Punctuation, Parts of Speech, Written Expression, Journals, Short Stories (inc. elements of fiction), To Kill a Mockingbird, A Midsummer Night's Dream, The Independent Novel Study, Poetry and Terminology, Vocabulary, Other Readings.

Mr. J. Lewis, BA. (UBC) 1972; PDP (SFU) 1973; M. Ed (UBC) 1976.

Year 45 teaching high school English, the last 40 of which here at Windsor.

Scrabble player extraordinaire.

Just remember ... I'm not over the hill. I am the hill! An FYI ... I am retiring in June 2020. Come the first day of classes in September 2020, the halls of Windsor will be replaced by the beaches of the Mayan Riviera or the joys of London, England!

September 04, 2019.

