North Vancouver Online Learning
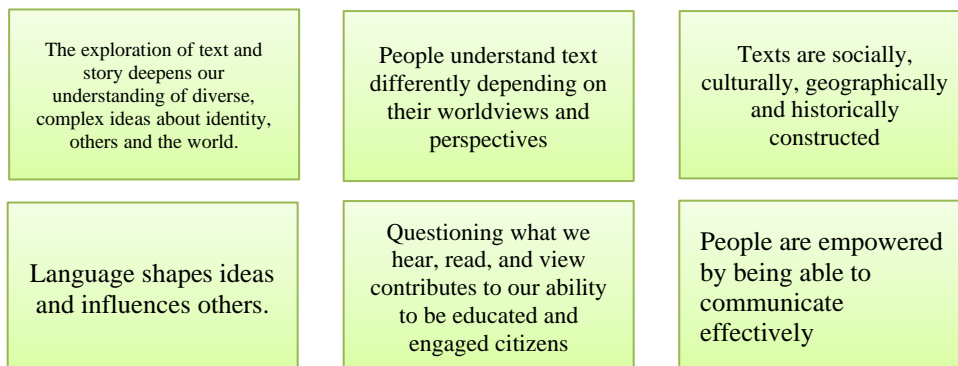
Course Plan: ELA 11 : Composition

COURSE DESCRIPTION:

Composition 11 is designed to support students as they refine, clarify, and adjust their written communication through practice and revision. Students will read and study compositions by other writers and be exposed to a variety of styles as models for the development of their writing. The course provides opportunities for students to, with increasing independence, study, create, and write original and authentic pieces for a range of purposes and real-world audiences. They will expand their competencies through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of writing for a range of situations. They will develop confidence in their abilities as they consolidate their writing craft.

https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/composition
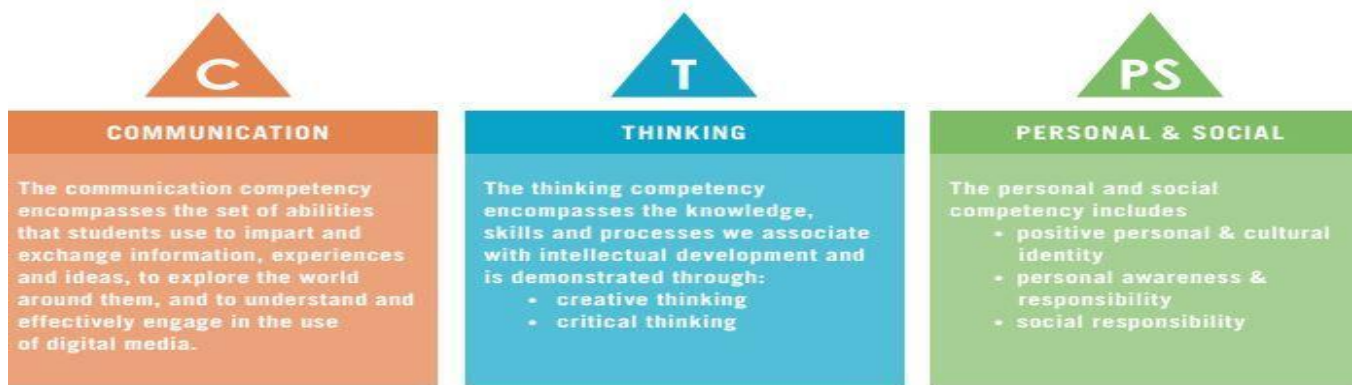
BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

The 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 worldviews and perspectives	Texts are socially, culturally, geographically and historically constructed
Language shapes ideas and influences others.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens	People are empowered by being able to communicate effectively

Engagement with writing processes can support creativity and enhance clarity of expression.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).

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COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

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THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:
- creative thinking
- critical thinking

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PERSONAL & SOCIAL

The personal and social competency includes
- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.

- Students must read all the information and attempt all activities in the course in order to be successful in the course.

- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.

- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (reading, listening, viewing)

- ➢ Read for enjoyment and to achieve personal goals
- ➢ Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- ➢ Recognize and understand the diversity within and across First Peoples societies, as represented in texts
- ➢ Understand the influence of land/place in First Peoples and other Canadian texts
- ➢ Access information for diverse purposes and from a variety of sources to inform writing
- ➢ Evaluate the relevance, accuracy, and reliability of texts
- ➢ Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- ➢ Recognize and understand 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
- ➢ Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- ➢ Recognize and understand how language constructs personal, social, and cultural identities
- ➢ Construct meaningful personal connections between self, text, and world
- ➢ Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact
- ➢ Identify bias, contradictions, distortions, and omissions

Create and communicate (writing, speaking, representing)

- ➢ Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- ➢ Respond to text in personal, creative, and critical ways
- ➢ Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
- ➢ Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- ➢ Express and support an opinion with evidence
- ➢ Reflect on, assess, and refine texts to improve clarity, effectiveness, and impact
- ➢ Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- ➢ Use acknowledgements and citations to recognize intellectual property rights
- ➢ Transform ideas and information to create original texts, using various genres, forms, structures, and styles
- ➢ Experiment with genres, forms, or styles of creative and communicative texts

Substantive Course Activities will cover the following Learning Outcomes (Curricular Competencies)

- Evaluate the relevance, accuracy, and reliability of texts
- Transform ideas and information to create original texts, using various genres, forms, structures, and styles
- Use acknowledgements and citations to recognize intellectual property rights
- **These are 3 of the 24 learning outcomes in the course curriculum, which comprises 12.5% of the course Learning Outcomes/Activities. (3/24 =12.5 %) for evidence of substantive student course activities.**

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- Text forms and genres
- Text features and structures
    - form, function, and genre of texts
    - narrative structures found in First Peoples texts
    - protocols related to the ownership of First Peoples oral texts
- Strategies and processes
    - reading strategies
    - oral language strategies
    - metacognitive strategies
    - writing processes
- Language features, structures, and conventions
    - language features
    - elements of style
    - usage and conventions
    - citation techniques
    - literary elements and devices

UNIT OVERVIEWS:

Unit 1: Perspectives

This unit focuses on effective communication and learning how to connect and engage with others through the sharing and developing of ideas. Students will also learn how to acquire and interpret information for validity and explain and reflect on personal experiences.
Big Idea: *Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.*
Core Competency: *Communication*
First Peoples Principle of Learning: *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.*

Unit 2: Novel Study

This unit focuses on making connections between self, text and the world. Students will choose their own novels and reflect on themes, conflicts, and broader learnings found in text.
Big Idea: *The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.*
Core Competency: Thinking
First Peoples Principle of Learning: *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*

Unit 3: Personal & Cultural Identity

This unit focuses on recognizing that discovering and developing our personal and cultural identity requires the recognition of relationships and cultural contexts, personal values and choice, and personal strengths and abilities.
Big Idea: *People understand text differently depending on their worldviews and perspectives*
Core Competency: *Personal & Social*
First Peoples Principle of Learning: *Learning requires exploration of one's identity.*

Unit 4: Personal & Social Responsibility

This unit focuses on creating a personal awareness around community and caring for the environment as well as determining elements of well-being and self-realization.
Big Idea: *People are empowered by being able to communicate effectively. Engagement with writing processes can support creativity and enhance clarity of expression.*
Core Competency: *Personal & Social*
First Peoples Principle of Learning: *Learning involves patience and time*

Unit 5: Creative & Critical Thinking

This unit focuses on understanding and developing effective communication and critical thinking skills.
Big Idea: *Texts are socially, culturally, geographically, and historically constructed. Language shapes ideas and influences others.*
Core Competency: *Thinking*
First Peoples Principle of Learning: *Learning is embedded in memory, history and story.*

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

➤ Course readings
➤ Quizzes
➤ Interactive activities
➤ Reflective writing
➤ Assignments may include:
  o Essay/multi-paragraph writing
  o Paragraph writing
  o Poetry reflections/writing
  o Verbal speeches/marketing ideas
  o Projects using a variety of technology
  o Podcasts, digital recordings
  o Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)
  o Blogs

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - http://nvsd44curriculumhub.ca/assessment/

Formative may include:

➤ Teacher – student conferences (online or in person) to discuss drafts and progress
➤ Online quizzes to check for completion and understanding of lessons.

Summative may include:

➤ Assignments – written feedback, rubric assessment and grade
➤ Final performance task – written feedback, rubric assessment and grade
➤ Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Evaluation	Percentage of Final Mark
Unit 1 – Substantive Student Course Activites	20%
Novel Study	10%
Personal & Cultural Identity	20%
Personal & Social Responsibility	20%
Thinking	20%
Final Exam	10%
Course Total	100%

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.