



North Vancouver Online Learning

Course Plan: English Language Arts 10 Composition

COURSE DESCRIPTION:

This two-credit course is designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Students will explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/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.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

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).



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)

- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Recognize the diversity within and across First Peoples societies as represented in texts
- Access information for diverse purposes and from a variety of sources to inform writing
- Recognize the influence of land/place in First Peoples and other Canadian texts
- Explore the relevance, accuracy, and reliability of texts
- 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
- Explore how language constructs personal and cultural identities

- Construct meaningful personal connections between self, text, and world
- Identify bias, contradictions, and distortions

Create and communicate (writing, speaking, representing)

- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
- Respond to text in personal, creative, and critical ways
- Demonstrate appropriate 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
- 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

Unit 1 will cover the following Learning Outcomes (Curricular Competencies)

- Construct meaningful personal connections between self, text, and world
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Respond to text in personal, creative, and critical ways

These are 3 of the 19 learning outcomes in the course curriculum, which comprises 16% of the course Learning Outcomes/Activities. (3/19 = 16%)

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- Text forms and genres
- Text features and structures
 - 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
- exploration of voice
- usage and conventions
- literary elements and devices
- citation techniques

UNIT OVERVIEWS:

Unit 1: What shapes our writing?

Students will reflect critically on their own experiences as writers and on why we write, in addition to exploring strategies for generating ideas and engaging readers.

- **Big Idea:** *Language shapes ideas and influences others.*
- **Core Competency:** *Thinking*
- **First Peoples Principle of Learning:** *Learning requires exploration of one's identity.*

Unit 2: How can we effectively locate and shape research?

Students will develop their research skills by exploring search, evaluation, and recording strategies; they will also learn about their responsibilities for citing sources and consider the role of visuals in communicating information.

- **Big Idea:** *Engagement with writing processes can support creativity and enhance clarity of expression.*
- **Core Competency:** *Communication*
- **First Peoples Principle of Learning:** *Learning involves generational roles and responsibilities*

Unit 3: How do writers create, develop, and convey characters?

After reflecting on their own characters, students will explore how character is communicated by reading a variety of texts, creating a character of their own, and examining the concept of archetypes.

- **Big Idea:** *The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.*
- **Core Competency:** *Personal and Cultural*
- **First Peoples Principle of Learning:** *Learning is embedded in memory, history, and story.*

Unit 4: How can language be used to persuade people?

Students will explore how language can be used to influence people; they will examine specific strategies employed in persuasive communication in addition to creating their own persuasive text.

- **Big Idea:** *Texts are culturally, socially, geographically, and historically constructed.*
- **Core Competency:** *Personal and Social*
- **First Peoples Principle of Learning:** *Learning involves recognizing the consequences of one's action.*

Unit 5: Independent Novel Study

Students will read and analyze a novel of their choosing.

- **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 is embedded in memory, history, and story.*

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

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

ASSESSMENT:

The course will include many assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The assessment tasks are designed to help students correct, hone and improve on their work while building up to Unit Projects. 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. Assignments in each Unit are designed to prepare students for the Unit's Final Project. 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/>

EVALUATION:

Based on performance standards and criteria as outlined in each assignment.

RESOURCES:

All required texts will be available online through the course, with the exception of a novel for the Novel Study. Please contact your teacher if you need help finding a novel. 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 OL 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.