



North Vancouver Online Learning

Course Plan: English Language Arts 10 Literary Studies

COURSE DESCRIPTION:

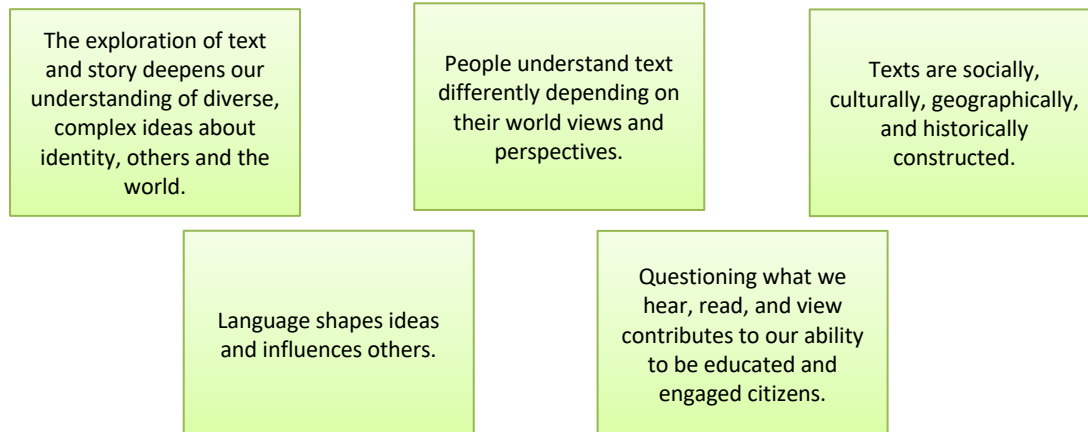
This two-credit course is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- develop higher-level thinking and learning skills

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

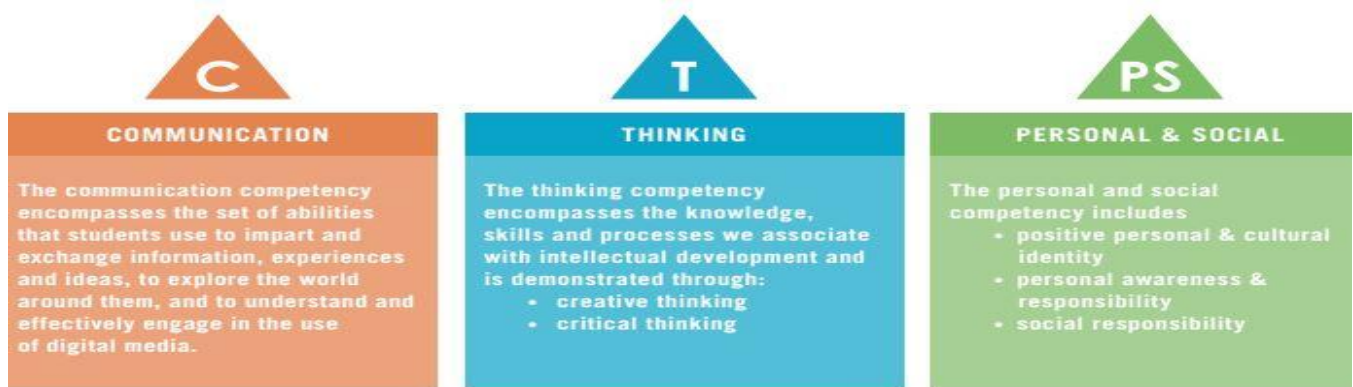
BIG IDEAS:

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.



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)

- Read for enjoyment and to achieve personal goals
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Recognize and appreciate the diversity within and across First Peoples societies as represented in texts

- Recognize and appreciate 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
- 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
- Recognize personal, social, cultural contexts, as well as values and perspectives in 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
- Assess and refine texts to improve clarity and impact
- 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

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

- Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts
- Construct meaningful personal connections between self, text, and world.
- Express and support an opinion with evidence

These are 3 of the 21 learning outcomes in the course curriculum, which comprises 14% of the course Learning Outcomes/Activities. (3/21 = 14%)

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
 - design processes
- Language features, structures, and conventions
- language features
 - elements of style
 - exploration of voice
 - usage and conventions
 - literary elements and devices
 - literal meaning and inferential meaning
 - citation techniques

UNIT OVERVIEWS:

Unit 1: Literary genres, techniques, and style

Students will explore active reading skills in connection with a variety of texts. Students will review literary devices and respond to prose, poetry and non-fiction.

- **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 takes patience and time.*

Unit 2: Expository, Descriptive, and Narrative Writing

In addition to reviewing how to properly cite sources and understanding why this is an important responsibility, students will further their understanding of key features of expository, descriptive, and narrative writing.

- **Big Idea:** *Language shapes ideas and influences others.*
- **Core Competency:** *Communication*
- **First Peoples Principle of Learning:** *Learning involves recognising the consequences of one's actions.*

Unit 3: Reading Between the Lines

Students will examine what factors influence both the construction and reading of texts.

- **Big Idea:** *Texts are socially, culturally, geographically, and historically constructed.*
- **Core Competency:** *Personal and Cultural*
- **First Peoples Principle of Learning:** *Learning requires exploration of one's identity*

Unit 4: Harnessing The Power of Language

Students will examine how language can be used to not only to inform and persuade, but also to empower and inspire individuals and communities.

- **Big Idea:** *Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.*
- **Core Competency:** *Personal and Social*
- **First Peoples Principle of Learning:** *Learning involves generational roles and responsibilities.*

Unit 5: Independent Novel Study

Students will read and analyze a novel of their choosing.

- **Big Idea:** *People understand text differently depending on their world views and perspectives.*
- **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.