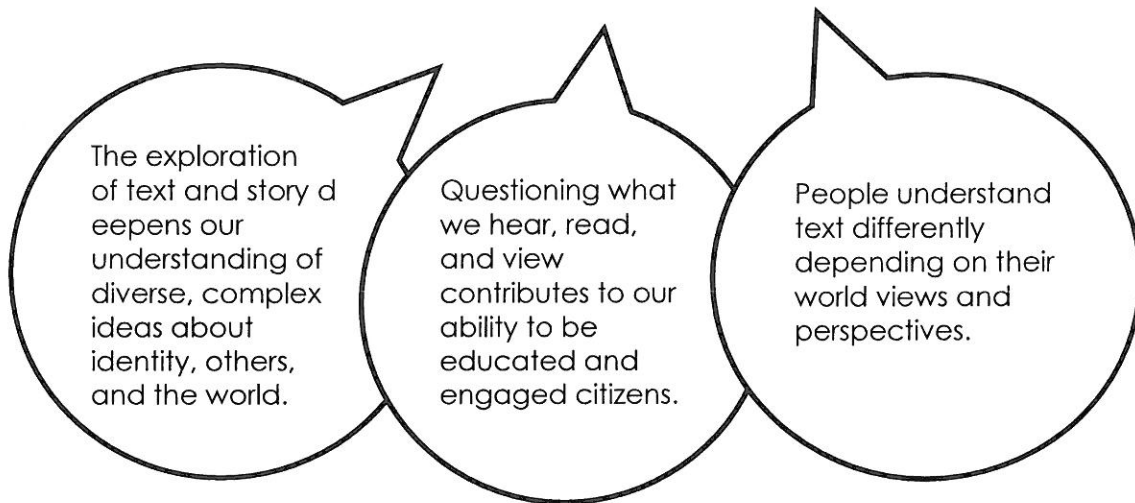


English Language Arts Literary Studies 10 Course Outline

Instructor: Jeffrey Jones
Email: jeffreyjones@coquitlamcollege.com
Room: P2

Welcome to English Language Arts Literary Studies! We will read for enjoyment and respond to text in persona, creative, and critical ways. We will learn reading strategies to unpack the text and explore different styles of writing and voice. And of course, we will use the conventions of Canadian spelling, grammar, and punctuation to respond to texts. **We will be doing a lot of reading in this class. If you are having trouble or falling behind, come talk to me, and I will help you catch up.**

BIG IDEAS: *from English Language Arts Composition*



Assessment

Your learning will be evaluated through various methods

- Self and peer assessment
- Communication (explain / recount / reflect)
- Teacher observation and assessment
- Oral and written reports/essays
- Quizzes and tests
- Projects and presentations

Formative Assessment **20%**

Class Participation
Independent Learning
Journals
Self-Peer Assessment

Summative Assessment **60%**

Reflections
Journal Entries
Compare / Contrast essay
Creating a Personal Identity

Classroom Expectations

Students will arrive to class on time and with all required learning materials. If you are late, please enter quietly.

Students will take an **active** role in their own learning by participating in all class activities; including notes, discussions, debates, assignments, and group work.

Students are responsible for finding out from me what they have missed in class due to an absence.

You will be working collaboratively with other students, but I will ask that you do individual work in your own words. If there is any copying you will receive zero on the assignment.

Students will be respectful to teachers, other students and all school and personal property.

Assignments are due at the beginning of class on that date. Late assignments may result in penalties.

Students **may not** use cell phones in class.

Materials

You must provide a three-ring binder, loose-leaf paper, pens and pencils.

Helpful tips for your success

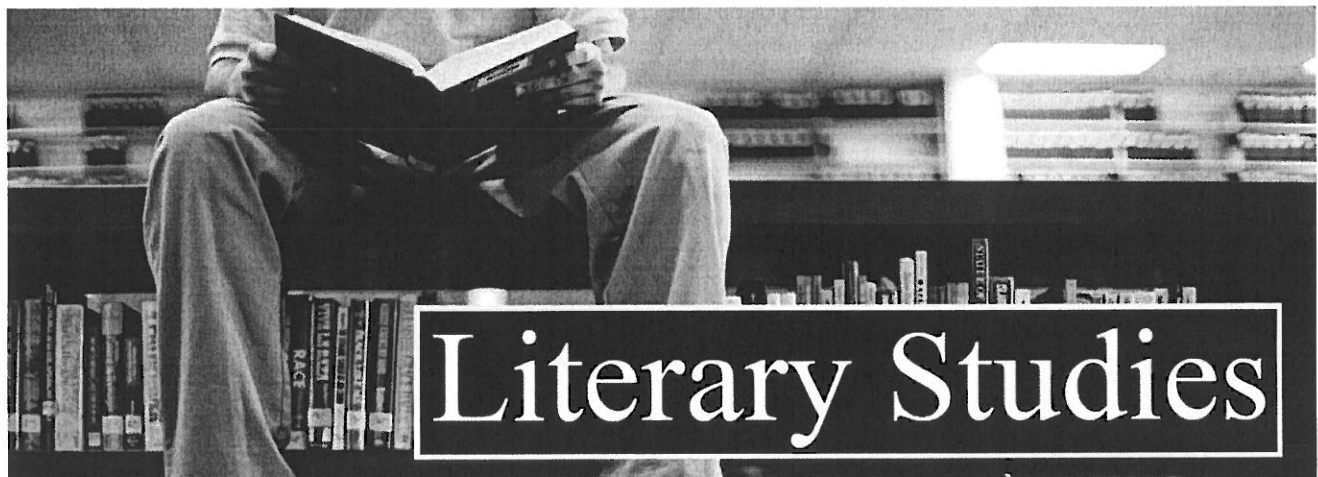
Lose that cell phone

Finish work in a timely manner

Be on time

Stay on top of work

Study your notes, essay corrections, quizzes, and tests



English Language Arts 10 Coquitlam College Course Overview

Literary Studies; (6 weeks)

Big Ideas: What students will UNDERSTAND

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- Texts are socially, culturally, geographically, and historically constructed.
- People understand text differently depending on their world views and perspectives.

Questions to support inquiry:

- How can texts deepen our understanding about ideas, identity, and others?
- How does language and story shape ideas and influence others?
- Why is it important to question what we hear?

Curricular Competencies: What students will DO:	Concepts & Content: What students will KNOW
<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • 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 • Construct meaningful personal connections between self, text, and world <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respond to text in personal, creative, and critical ways • Demonstrate speaking and listening skills in a variety of formal and informal contexts • 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 	<ul style="list-style-type: none"> • The difference between literary or thematic categories (adventure, fantasy, legend, essay, journalism, memoir, speech, personal narrative) • Reading strategies (unpacking the text) • Oral language strategies (speaking with expression, asking questions to clarify) • Exploration of voice (point of view, humour, irony wit, perspective) • Citation techniques

FIRST PEOPLES PRINCIPLES OF LEARNING

- Learning involves patience and time
- Learning requires exploration of one's identity

Units (Resources and References)

Unit 1: Exploring Texts and Story (3 weeks)

Curricular Competency:

- Read for enjoyment and to achieve personal goals
- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences

Activity:

- Students will learn about multiple different genres (adventure, fantasy, legend, essay, journalism, memoir, speech, personal narrative) and write journal entries on each one
- Reading stories (lessons learned from stories)

Assessment:

- Journals/ Personal Reflections
- Analyze the literary techniques used to bring across the author's message

Unit 2: Comparing Stories (3 weeks)

Curricular Competency:

- Respond to text in personal, creative, and critical ways
- Construct meaningful personal connections between self, text, and world
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Access information for diverse purposes and from a variety of sources to inform writing

Activity:

- Comparing stories (writing a compare and contrast essay based on the stories read)
- Editing Activities (self and peer edits)

Assessment:

- Reflections
- Journal Entries
- Compare / Contrast Essay
- Creating a Book Project

CORE COMPETENCIES (assessed by students)

<p>Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect and engage with others (to share and develop ideas) <input type="checkbox"/> Acquire, interpret and present information (include inquiries) <input type="checkbox"/> Collaborate to plan, carry out and review constructions and activities <input type="checkbox"/> Explain, recount and reflect on experience and accomplishments <p>Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> What? <input type="checkbox"/> How? <input type="checkbox"/> Reporting? 	<p>Creative Thinking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Novelty and value <input type="checkbox"/> Generating ideas <input type="checkbox"/> Developing ideas <p>Critical Thinking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze and critique <input type="checkbox"/> Question and investigate <input type="checkbox"/> Develop and design <p>Problem-Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze and critique <input type="checkbox"/> Question and investigate <input type="checkbox"/> Develop and design 	<p>Positive Personal and Cultural Identity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relationships and cultural contexts <input type="checkbox"/> Personal values and choices <input type="checkbox"/> Personal strengths and abilities <p>Personal Awareness and Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-determination <input type="checkbox"/> Self-regulation <input type="checkbox"/> Well-being <p>Social Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributing to community and caring for the environment <input type="checkbox"/> Solving problems in peaceful ways <input type="checkbox"/> Valuing diversity <input type="checkbox"/> Building relationships
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CORE COMPETENCIES IN ACTION

How will you develop Core Competency learning in individual lessons?

- Introduce the Core Competency focus.
- Have students discuss how they will use the competency throughout the unit.
- Share with students how the competency learning is relevant to real-world situations.
- Begin to develop a Competency Word wall.
- Refer students to the 'I can statements' on the competency posters. *Include only the "I can statements", which be assessed in the unit.*
- Introduce the learning target for the lesson and discuss with students how they will use the core competency to attain the learning target.
- Engineer effective classroom discussions, activities, and tasks that elicit evidence of the competency.
- Challenge students to apply the competency 'I statements' to examples during the lesson.
- Use questioning strategies throughout instruction and or inquiry to prompt REFLECTIVE THINKING.

Assessment throughout Semester

FOR LEARNING	FORMATIVE ASSESSMENT:	<ul style="list-style-type: none"> • 3-2-1- Exit Slip • Unpacking the story • Online Questionnaires • To check understanding, ask students to write three different summaries: One in 10-15 words One in 30-50 words One in 75-100 words. • Anonymous Questions
AS LEARNING	REFLECTION/SELF-ASSESSMENT:	<ul style="list-style-type: none"> • Ongoing self-assessment of core competencies • Partner Talk • Journals • Reflection Log • "I Can" Statements (Skills Wall)

OF LEARNING	SUMMATIVE ASSESSMENT:	<ul style="list-style-type: none"> • Reading Quizzes • Student interviews (one on one with teacher) • Personal Writing Project (ongoing throughout semester)
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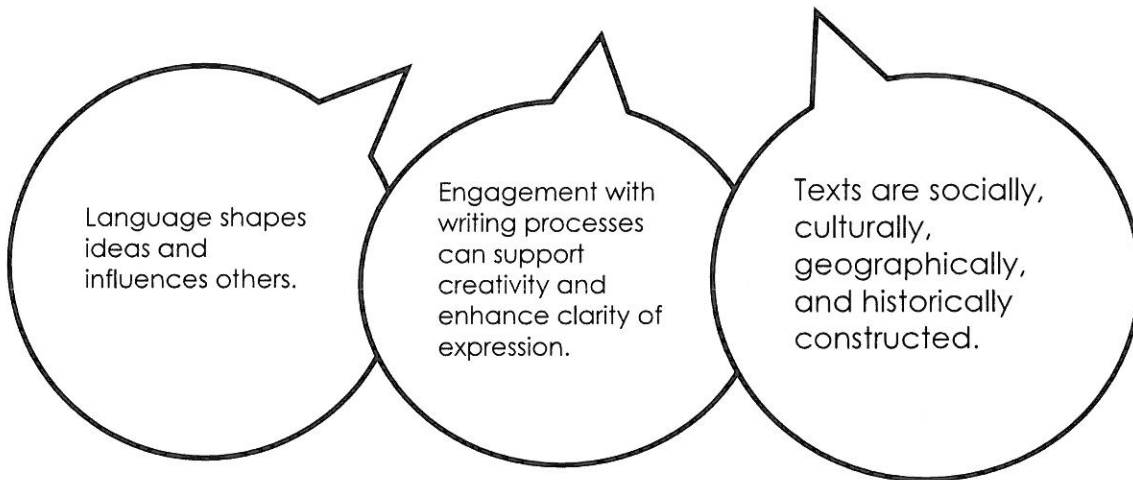
MATERIALS AND RESOURCES:
<p> "Still I Rise" by Maya Angelou "Legend of Sugar Girl" by Joseph Boyden "The Talking Stone" by Alex Grisdale "The Persian Carpet" by Hanan Shaykh "On the Sidewalk Bleeding" by Evan Hunter "Just Lather, That's All" by Hernando Tellez "Wild Horses" by Brian Fawcett </p> <p>Online Resources</p>

English Language Arts Composition 10 Course Outline

Instructor: Jeffrey Jones
Email: jeffreyjones@coquitlamcollege.com
Room: P2

Welcome to English Language Arts Composition! We will generate ideas and information to create original texts engage in different styles of writing. We will also use writing and design processes to plan, develop and create texts for a variety of different purposes. And of course, we will use the conventions of Canadian spelling, grammar, and punctuation proficiently. **We will be doing a lot of writing in this class. If you are having trouble or falling behind, come talk to me, and I will help you catch up.**

BIG IDEAS: from English Language Arts Composition



Assessment

Your learning will be evaluated through various methods

- Self and peer assessment
- Communication (explain / recount / reflect)
- Teacher observation and assessment
- Oral and written reports/essays
- Quizzes and tests
- Projects and presentations

Formative Assessment 20%

Class Participation
Independent Learning
Journals
Self-Peer Assessment

Summative Assessment 60%

Video Analysis Projects
Writing Processes' (Essays)
Presentations
Quizzes / Tests

Classroom Expectations

Students will arrive to class on time and with all required learning materials. If you are late, please enter quietly.

Students will take an **active** role in their own learning by participating in all class activities; including notes, discussions, debates, assignments, and group work.

Students are responsible for finding out from me what they have missed in class due to an absence.

You will be working collaboratively with other students, but I will ask that you do individual work in your own words. If there is any copying you will receive zero on the assignment.

Students will be respectful to teachers, other students and all school and personal property.

Assignments are due at the beginning of class on that date. Late assignments may result in penalties.

Students **may not** use cell phones in class.

Materials

You must provide a three-ring binder, loose-leaf paper, pens and pencils.

Helpful tips for your success

Lose that cell phone

Finish work in a timely manner

Be on time

Stay on top of work

Study your notes, essay corrections, quizzes, and tests



English Language Arts 10 Coquitlam College Course Overview

Composition Studies Essay Writing; paragraphs; revising & editing (6 weeks)

Big Ideas: What students will UNDERSTAND

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- Language shapes ideas and influences others.
- Engagement with writing processes can support creativity and enhance clarity of expression.
- Texts are socially, culturally, geographically, and historically constructed.

Questions to support inquiry:

- How can we use language to shape our ideas about the world?
- What does expressing and supporting an opinion with evidence look like?
- Why is it important to engage with writing processes to enhance expression?

Curricular Competencies: What students will DO:	Concepts & Content: What students will KNOW
<ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking • 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 • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • Transform ideas and information to create original texts 	<ul style="list-style-type: none"> • Generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing. Writers often have very personalized processes when writing. Writing is an iterative process • Avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse) • Common practices of standard punctuation, capitalization, quoting, and Canadian spelling • Stylistic choices that make a specific writer distinguishable from others, including diction, vocabulary, sentence structure, and tone. • Citation techniques • Thinking about our own thinking, and reflecting on our processes and determining strengths and challenges

FIRST PEOPLES PRINCIPLES OF LEARNING

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Units (Resources and References)

Unit 1: Creative and Narrative Writing (1 week)

Curricular Competency: Transform ideas and information to create original texts

Activity:

- Students develop their personal writing voice and style through a series of creative writing activities

Assessment:

- Journals/ Personal Reflections
- Peer-sharing

Unit 2: Writing Stories (2 weeks)

Curricular Competency: Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences

Activity:

- Writing Stories – Students will think about their own writing processes and determine strengths and challenges

Assessment:

- Students create short videos or screen-casts where they explain their writing processes

Unit 3: Essays (3 weeks)

Curricular Competency: Express and support an opinion with evidence; Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context

Activity:

- Compare Contrast Essay; Argumentative Essay; Cause & Effect Essay
- Editing and revising our essays for grammar, capitalization, citation techniques

Assessment:

- Essay Rubrics
- One-on-ones
- Peer-assessment
- Self-assessment

CORE COMPETENCIES (assessed by students)

<p><u>Communication</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect and engage with others (to share and develop ideas) <input type="checkbox"/> Acquire, interpret and present information (include inquiries) <input type="checkbox"/> Collaborate to plan, carry out and review constructions and activities <input type="checkbox"/> Explain, recount and reflect on experience and accomplishments <p><u>Assessments</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> What? <input type="checkbox"/> How? <input type="checkbox"/> Reporting? 	<p><u>Creative Thinking</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Novelty and value <input type="checkbox"/> Generating ideas <input type="checkbox"/> Developing ideas <p><u>Critical Thinking</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze and critique <input type="checkbox"/> Question and investigate <input type="checkbox"/> Develop and design <p><u>Problem-Solving</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze and critique <input type="checkbox"/> Question and investigate <input type="checkbox"/> Develop and design 	<p><u>Positive Personal and Cultural Identity</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Relationships and cultural contexts <input type="checkbox"/> Personal values and choices <input type="checkbox"/> Personal strengths and abilities <p><u>Personal Awareness and Responsibilities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-determination <input type="checkbox"/> Self-regulation <input type="checkbox"/> Well-being <p><u>Social Responsibilities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Contributing to community and caring for the environment <input type="checkbox"/> Solving problems in peaceful ways <input type="checkbox"/> Valuing diversity <input type="checkbox"/> Building relationships
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CORE COMPETENCIES IN ACTION

How will you develop Core Competency learning in individual lessons?

- Introduce the Core Competency focus.
- Have students discuss how they will use the competency throughout the unit.
- Share with students how the competency learning is relevant to real-world situations.
- Begin to develop a Competency Word wall.
- Refer students to the 'I can statements' on the competency posters. *Include only the "I can statements", which be assessed in the unit.*
- Introduce the learning target for the lesson and discuss with students how they will use the core competency to attain the learning target.
- Engineer effective classroom discussions, activities, and tasks that elicit evidence of the competency.
- Challenge students to apply the competency 'I statements' to examples during the lesson.
- Use questioning strategies throughout instruction and or inquiry to prompt REFLECTIVE THINKING.

Assessment throughout Semester

FOR LEARNING	<p>FORMATIVE ASSESSMENT:</p>	<ul style="list-style-type: none"> • Practice essays • 3-2-1- Exit Slip • Essay Marking Rubrics • Online Questionnaires • To check understanding, ask students to write three different summaries: One in 10-15 words One in 30-50 words One in 75-100 words. • Ask students questions, have them respond on paper anonymously. Students then hand their papers in. Instructor immediately and randomly gives them back to students for grading. Students get practice grading others work but shouldn't know who is who.
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AS LEARNING	REFLECTION/SELF -ASSESSMENT:	<ul style="list-style-type: none"> • Ongoing self-assessment of core competencies • Partner Talk • Journals • Reflection Log • "I Can" Statements (Skills Wall)
OF LEARNING	SUMMATIVE ASSESSMENT:	<ul style="list-style-type: none"> • Video Analysis – Student records him or herself performing and using the recording to reflect upon the writing process • Student interviews (one on one with teacher) • Personal Writing Project (ongoing throughout semester) • Grammar quizzes / Essay tests • Writing portfolio • Self-assessment of performance

MATERIALS AND RESOURCES:
<p>Kirszner, Laurie G. and Stephen R. Mandell. <i>Writing First: Paragraphs and Essays</i> Reid, Bill. <i>The Raven Stories</i> Online resources</p>