

## Literary Studies Student Outline

### Spring 2020. Mr. Savage

This course is designed to meet the learning expectations of the BC Ministry of Education using the modernized curriculum. As most students have English as an additional language, improvements in all language skills: reading, writing, listening, and speaking will be emphasized. A deeper understanding of English literature is encouraged through:

- Short Story Fiction
- Novel Study
- Literary Analysis
- Non-Fiction Reading
- Critical Response
- Written Response Paragraph
- Written Response Essay Writing (Synthesis, and Persuasive Essays)
- Poetry, Devices, and Elements of Literature
- Drama
- Grammar to Improve writing
- Oral presentations and Discussions.

**All cell phones must be kept in backpacks, handbags or lockers. They will not be used in class except on five minute breaks. Do not bring food to class.**

**Student Expectations** Come to class on time. If you are sick, you must bring a note from your doctor. You are responsible for all missed work. Find a friend to phone for missed work. Bring a 3-ring binder and 8.5 by 11 lined paper. If you need extra help, make an appointment with the teacher. **Plagiarized work or work created using a translator will be receive a mark of zero.** Late work will not be accepted without a doctor's note.

#### **Marking**

<b>Projects</b>	<b>40%</b>
<b>Assignments</b>	<b>14 %</b>
<b>Quizzes</b>	<b>9%</b>
<b>Midterm</b>	<b>13%</b>
<b>Final Exam</b>	<b>14%</b>
<b>Academic Integrity</b>	<b>5%</b>
<b>Participation</b>	<b>5%</b>

**Participation** means being mentally and physically focused on improvement by completing tasks.

**Academic integrity** refers to your attitude about your school responsibilities.

**Literary Studies 11 Plan Spring 2020**  
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Competencies, Big Ideas, First Peoples Principles	Learning Events. What students will do	Assessment Tasks	Evaluation
<p><b>Unit 1 Jan 6-10</b>  <b>First Peoples Principles: FP7</b>  <b>Learning involves patience and time.</b>  <b>Competencies: 2G Conventions of Canadian grammar and punctuation.</b>  <b>2D Plan, develop and edit a text.</b>  <b>2K Construct meaningful personal connections between self, text and world.</b></p>	<ol style="list-style-type: none"> <li>1. Review simple sentences and subject verb agreement.</li> <li>2. Identify fragments.</li> <li>3. How to use a comma.</li> <li>4. The writing process- brainstorm lists, make an outline. (Longman 3)</li> <li>5. View a writing rubric.</li> <li>6. <b>Fill in a Creative Thinking Core Competency reflection sheet for their paragraphs.</b></li> <li>7. <b>Discuss First Peoples Principle</b> -Learning involves patience and time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete worksheets.</li> <li>2. Write a paragraph.</li> <li>3. <b>Self-assessment handout for paragraphs. Peer-editing of paragraphs</b></li> </ol>	<ol style="list-style-type: none"> <li>1, 2, 3 evaluated using a quiz.</li> <li>6. Evaluated using writing rubric.</li> </ol>

<p><b>Jan 27 Feb 7th.</b>  <b>Project: Formal Speech.</b></p> <p><b>Big Ideas B4 Language shapes ideas and influences others.</b></p> <p><b>First Peoples Principle 7 Learning involves exploration of one's identity.</b></p> <p><b>Competencies 2B 2C 2D 2E 2F</b></p>	<ol style="list-style-type: none"> <li>1. Distinguish between connotation and denotation of words.</li> <li>2. Write a paragraph containing 6 examples of either positive or negative connotations.</li> <li>3. View how to read a poem handouts.</li> <li>4. How to paraphrase, use sources and citations.</li> <li>5. Read a speech and identify the parts. Or view an oral presentation. (The Mirror)</li> <li>6. View a presentation rubric.</li> <li>7. Discuss how to give a good presentation.</li> <li>8. (Assignment) Present a 75 second personal anecdote about a life experience.</li> <li>9. Fill in a Communication Core Competency Reflection Sheet.</li> <li>10. (Project) Create a 5 minute speech about a personal topic.</li> <li>11. Fill in a Communication Core Competency reflection sheet for the oral presentation.</li> <li>12. <b>Discuss grades and progress with each student.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and word connotations worksheet. Select the correct word choice.</li> <li>2. Write a paragraph use positive or negative connotations.</li> <li>3. Complete paraphrase practice tasks.</li> <li>4. Accurately paraphrase, use citations and cite sources.</li> <li>5. <b>Fill in a core competency self-reflection sheet regarding self regulation regarding tardiness and completing tasks in a timely manner.</b></li> </ol>	<p><b>4 and 5 Marked on speaking skills and presentation skills, adherence to time, thoughtfulness.</b></p> <ol style="list-style-type: none"> <li>1/ Participation mark for completion.</li> <li>2. Marked for accuracy of word choices, sentence structure and grammar.</li> <li>3. Paraphrase practice tasks marked for participation.</li> <li>4. Paraphrased paragraph marked with a fifteen point scale.</li> <li>5 . Marked for completeness and accuracy out of 8 marks. One for each sentence.</li> </ol>
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<p>Jan 13-24h Project - Write a comparison contrast essay. Unit Poetry</p> <p>Big Ideas B1 Exploration of text deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p>Competencies 2H 2L 1I.</p> <p>First Peoples Principles of Learning. Learning involves recognizing the consequences of one's actions.</p>	<ol style="list-style-type: none"> <li>1. Paraphrase a poem for understanding. View a modelling of the process.</li> <li>2. Discuss Personal Awareness Competency regarding tardiness.</li> <li>3. Identify images used in poetry.</li> <li>4. Identify literary devices used in poetry.</li> <li>5. Read how to explicate a poem. View modelling-Acquainted with the Night.</li> <li>6. Compare and contrast two poems. View words and phrases used for comparison/contrast. View a rubric for comparison writing.</li> </ol>	<ol style="list-style-type: none"> <li>7. Complete a paraphrase of Richard Cory.</li> <li>8. Explicate One Acquainted with the Night.</li> <li>9. Write a paragraph about One Acquainted with the Night.</li> <li>10. Write a comparison essay of the I am a Rock and I could not stop for death.</li> </ol>	<ol style="list-style-type: none"> <li>11. Marked using 6 point rubric.</li> <li>12. Marked using 6 point writing scale.</li> </ol>
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<p><b>Feb. 10th- 14th.</b> <b>Project First Nations Studies</b> <b>Big Idea: Texts are culturally and geographically constructed.</b></p> <p>1b Understand the role of story and oral tradition in expressing First Peoples values and points of view.</p> <p>1d Understand the influence of land and place in First Peoples stories.</p>	<p>Read a First Nations creation story about the influence of place in First Peoples culture.</p> <p>Find a First Peoples creation story and identify elements and explain how the first myth and the second one are both similar and different.</p>	<p>Small group discussion of the meaning of a creation myth.</p> <p>Research the elements found in the myth the importance of including place and Raven. Complete a quick write about the meaning of the story. <b>Complete a Critical Thinking Core Competency sheet regarding critical thinking.</b></p>	<p>Fill in a worksheet to be collected and graded for participation.</p> <p>Marked for sentence structure, grammar, and content.</p>
<p><b>Mid term Exam Feb. 18th-21st.</b></p>			

	What students will do.	Formative Assessment Tasks	Evaluation
<p><b>Short Stories Unit.</b> Feb. 24th- March 13th. <b>Big Idea:</b> Exploration of texts deepens our understanding of diverse, complex ideas about identity, others, and the world.</p> <p><b>Curricular Competencies 2K, 1A, 2D.</b></p>	<p>Students will read a variety of short stories. Identify parts of plot structure. Recognize literary elements used in texts.</p> <p><b>Discuss grades and progress with students.</b></p>	<p>Read stories and complete comprehension materials such as worksheets, plot structure diagrams.</p> <p>Write an essay.</p>	<p>Marked using a 6 point writing scale.</p>
<p><b>Project. Write a literary essay. Option One</b> <b>March 16th April 3rd.</b> <b>Big Idea:</b> Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.</p> <p><b>First Peoples Principle.</b> Learning involves recognizing the consequences of one's actions. Competencies: 1H, 2H, 2E</p>	<p>Participate in in-class readings of Macbeth, supplemented by home reading. learn and identify literary devices used in drama. View a power point presentation of the play. Read a literary essay a the topic. Discuss how the Macbeths do not recognize that their actions will come back to harm them.</p>	<ol style="list-style-type: none"> <li>1. Create in-class quick writes to show that they understand excerpts from the play.</li> <li>2. Literary terms review.</li> </ol>	<ol style="list-style-type: none"> <li>1. Marked on quality of thoughts expressed.</li> <li>2. Quiz</li> </ol>
<p><b>Option two</b> <b>March 13th -April 3rd.</b> <b>Project Novel Study Unit</b> <b>Literary Analysis Essay</b></p> <p><b>First Peoples Principle of learning.</b> Learning supports the well-being of self, family and the community.</p>	<p>What students will Do. Read and view chapters. Discuss in both large and small group discussion. Study literary devices used in the novel. Analyze and identify the parts of a literary essay. Write a literary essay. Discuss <b>Social Responsibility</b> core competency regarding <b>lack of respect for diversity as shown in the novel.</b> <b>View writing rubric.</b></p>	<p><b>Formative Assessment Tasks</b> Quick Write responses to issues found in chapters of the novel. Chapter comprehension quizzes. Study literary devices used in the novel. Complete an outline of an essay using a model. Write a paragraph about how diversity is not respected in the novel.</p>	<p><b>Evaluation</b> Quick write marked as participation. Quizzes will be collected and marked. Essay marked using a writing rubric.</p> <p>Paragraph marked using 6 point writing rubric.</p>

<b>Final exam and course review.</b>		<b>Practice writing in-class timed essays.</b>		