



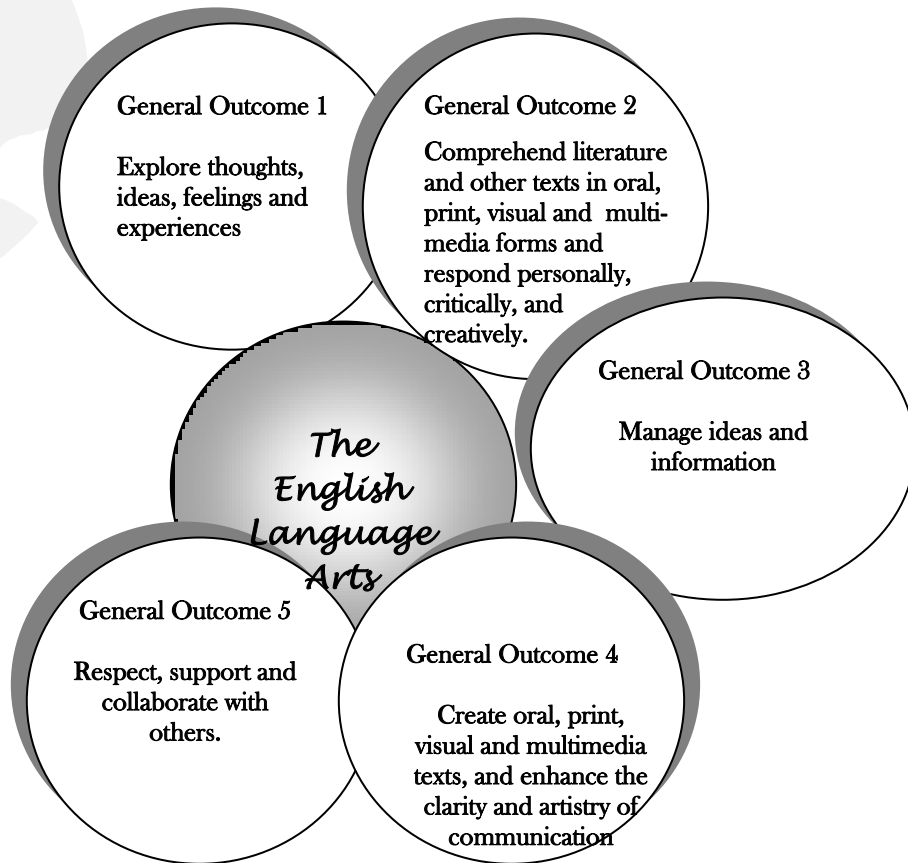
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Peace River High School

English Language Arts 10-1 Course Syllabus

2011/12 School Year (Semester 1)

Mr. David Lawrence (teacher)



ENGLISH LANGUAGE ARTS 10-1 COURSE OUTLINE

English Language Arts 10-1 is the first of the senior high school language arts courses in the academic language arts program. It is intended for students who have previously-demonstrated strengths in their use of language and their understanding of print and non-print texts. The senior high school language arts program focuses on the process of communication through speaking, listening, reading, writing, viewing and representing. The main objectives of this program are to develop students' skills in these six areas and to develop students' growth in their knowledge of language, appreciation of its value, and the competent use of language.

Like the other English Language Arts courses in the senior high school program, ELA 10-1:

- maintains high standards to meet graduation requirements
- encourages student metacognition¹, student self-assessment, and student collaboration and teamwork
- emphasizes correct and effective communication in a variety of formats, including communication for pragmatic (practical) purposes
- has a minimum requirement for Canadian content
- connects with some of the information and communication technology outcomes (see **Information and Communication Technology Outcomes Curriculum**, Alberta Learning, 2000)
- emphasizes career development directions
- emphasizes the importance of context, including studying purpose, audience and situation, in the student's creation and comprehension of text
- emphasizes a definition of "text" that includes oral, print, visual and multimedia forms.

The course highlights six language arts:

- listening
- speaking
- reading
- writing
- viewing
- representing

Course Evaluation

A. Daily in class assignments, tests and quizzes and compositions and essays will be evaluated according to how each is based on the following outcomes. In some cases the evaluation may be placed in more than one outcome. Overall, this will make up 90% of the class mark.

	For each general outcome, students will listen, speak, read, write, view and represent to:				
Category	<u>General Outcome 1</u> explore thoughts, ideas, feelings and experiences	<u>General Outcome 2</u> comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.	<u>General Outcome 3</u> manage ideas and information.	<u>General Outcome 4</u> create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication	<u>General Outcome 5</u> respect, support and collaborate with others.
Weighting	1	3	1	3	1

B. A midterm exam will be scheduled which will make up 10% of the class mark. It will include a written response and a reading response (multiple choice) following a format that is very similar to the diploma exam.

C. The final exam will follow a format similar to the midterm with a written response and a reading response (multiple choice) and it will make up 30% of the final course mark.

Note: there is a possibility that changes may need to be made to the proposed schedule or evaluation criteria. The teacher will make every effort to ensure that students know what to expect, and how they will be evaluated in the course.

TEXT CREATION:

Students in ELA 10-1 are expected to be competent and correct in their use of language. They are expected to know such concepts as the structure of basic sentence types: simple sentence, compound sentence, complex sentence, compound-complex sentence. They are also expected to know the structure of a paragraph and the basic structure of an essay. The goal of the ELA 10-1 writing program is to expose students to more sophisticated vocabulary, more sophisticated sentence and essay structures and helping them to make choices in linking subject, audience, format and language to achieve desired effects. Texts created range from the standard essay to multi-media texts.

Topics which should be covered:

- Personal response to text and context
- Mechanics of Research; Ethics Involved; MLA Style of Notation as used in this school
- Producing a Leaflet (Brochure)
- Narrative writing
 - ⇒ Writing a short story
 - ⇒ Descriptive Writing (writing to form an impression)
- Creating Poetry
 - ⇒ Ballad or sonnet
- Feature article
- Comparative essay
- Persuasive Essay or Speech

ELA 10-1 Reading/Textbook/Resource List:

1. Literature and Media – Nelson English
 - poetry
 - short stories
 - short nonfiction
 - modern drama
 - visual media
2. Language and Writing – Nelson English
 - composition
 - grammar
 - spelling
 - research and ethics
 - analyzing, responding to, creating and presenting
 - poetry
 - narrative texts
 - drama
 - essays
 - personal writing
 - reports
 - business and technical writing
 - media
3. Novel – To Kill a Mockingbird
4. Shakespearean Drama – A Midsummer Night's Dream
5. Modern Drama – Arms and the Man by George Bernard Shaw
Textbook: On Stage One
6. Film Study – The Truman Show

Reporting Periods

2011 – 2012 Semester I	
Report Card 1	October 19, 2011
Parent Teacher Interviews	October 27, 2011
Midterm	November 7
Parent Teacher Interviews	November 17
Report Card 2	November 29
Final Exams	January 23 to 27
Final Report Card	January 31

Policy and Procedure for Re-Evaluation of English Language Arts Assignments

There are occasions when a student feels that an assignment that has been returned needs a second evaluation because he/she can demonstrate, through the descriptors used in the rubric, that the assignment should have been awarded a higher grade. In such instances, the student should follow a commonly-accepted protocol. The protocol steps should be covered in the following order:

- ❶ The student has the courtesy to approach the original evaluating teacher. If he/she thinks that there is a mismatch between the original marking criteria and their assignment.
- ❷ The teacher and student should make an appointment for a conference to discuss the student's concerns. The student should come prepared with clear rationale from the descriptors as to why the mark should be different.
- ❸ If there is no agreement at this stage, the teacher can give the assignment to another member of the teaching staff to evaluate, using the same criteria but minus the student's name and original evaluation. The course teacher needs to ensure that the assignment being re-evaluated, is the original, teacher-critiqued assignment in question.
- ❹ When the second teacher returns the assignment, the original teacher and student should discuss what is to be done further, if anything.
- ❺ The student could, after stages 2 and/or 4, appeal to the school principal regarding either evaluation.

