

## English 10-1 – Fall 2022

Teacher: Mr. Ed Schalm

Room: 120

Edward.Schalm@ngps.ca

Google Classroom Code: 2i54x64

### **RESOURCES/TEXTS/SUPPLIES**

- Imprints 12 Textbook
- Various novels and/or films
- Various films, news articles, and essays to support novel studies
- DIP Exemplars

### **Course Overview and Timeline:**

The aim of the English language arts program is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.

Communication is essential because each person has the right to be understood by others. Expressing yourself appropriately is half of the process of communication: being able to listen with understanding is the other half.

### **COURSE TOPICS/UNITS**

1.	<b>Essay Writing – Literary Exploration and Personal Reflection</b>
2.	<b>Poetry/Short Story</b>
3.	<b>Shakespeare Play - Romeo and Juliet</b>
4.	<b>Novel - <i>Animal Farm</i> By George Orwell</b>
5.	<b>Reading Comprehension</b>
6.	<b>Film Study - <i>The Truman Show</i></b>

### **COURSE CURRICULUM OUTCOMES**

*Students will listen, speak, read, write, view, and represent:*

*\*to explore thoughts, ideas, feelings, and experiences*

- \*to comprehend and respond personally, critically, creatively to texts
- \*manage ideas and information
- \*to create oral, print, visual, and multimedia texts and enhance the clarity and artistry of communication
- \*celebrate and build community

**Writing (Personal Writing , Critical/Analytical Writing and Persuasive Writing)**

- Construct meaning from text and context
- Understand and appreciate textual forms, elements, and techniques
- Respond to a variety of print and non-print texts
- Determine inquiry or research requirements and follow a plan
- Develop and present a variety of print and non-print texts

Improve thoughtfulness, effectiveness, and correctness of communication

**Categories of Assessment**

- Thought and Support** - The student is required to demonstrate an understanding of the topic using a literary example that relates to the student's ideas. The support must explain and/or clarify the response.
- Form and Structure** - The students must demonstrate the development and maintenance of a controlling idea or unifying effect .The response is to include a coherent, shaped, and concluded discussion in response to the assignment
- Matters of Choice** -. The student is required to demonstrate stylistic choices and vocabulary in a deliberate, precise, and controlled manner in order to demonstrate effective communication and voice.
- Matters of Correctness** - The student is required to write clearly and correctly, while appropriately applying the rules and conventions for written language.

**Reading Comprehension Exams are:**

Assessment of students' ability to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone and literary and rhetorical devices; understanding of the purpose and effect of writers' choices; and appreciation of human experience and values reflected in literature will be assessed.  
Construct meaning from content and context, and engage contextual knowledge  
Relate textual forms, elements, and techniques to content, purpose, and effect  
Connect self, culture, and setting to text and text creators

**Levels of Analysis**

**Form literal understandings** - Students construct meaning by interpreting ideas and details pertaining to setting/ atmosphere/context, character/narrator/ speaker (actions, motives, and values), conflict, and events.

**Infer, apply, and analyze** - Students use contextual clues to determine the denotative and connotative meaning of words, phrases, and figurative language. Students identify and analyze the text creator's choice of form, tone, point of view, organizational structure, style, diction, rhetorical techniques, text features, and conventions.

**Assess and from generalizations** Students draw conclusions and make generalizations by integrating information in order to identify the tone, purpose, theme, main idea, or mood of a passage.

Personal Writing- Cross-Reference to the Program of Studies for Senior High School English Language Arts

2.1 2.2 2.3 4.1 4.1

Critical /Analytical Writing- Cross-Reference to the Program of Studies for Senior High School English Language Arts 2.1 2.2 2.3 3.1 3.2 4.1 4.2

Persuasive Writing- Cross-Reference to the Program of Studies for Senior High School English Language Arts 2.1, 2.2, 2.3, 4.1, 4.2

**Grading Procedures:**

*Formative Assessment Policy:*

Many in class worksheets and practice exercises will be used to assess student's progress in class. These are low stakes, regular assessments, that are intended to provide constructive feedback. Many of these formative assessments may be marked in class, and some may receive written constructive comments for improvement from the teacher. It is expected that students complete all of these assignments.

*Assessment of Learning Policy:*

Major writing assignments, projects and reading comprehension exams are all types of assessments that will be used in calculating a final grade for each student. All grades in the course are cumulative, assessments in each category below will be averaged throughout the year.

*Grade Determination:*

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course.

*Final grade determination:* Grade will be based on the accumulation of term grade evidence and a final examination administered at the end of the course (where applicable; this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course.

*Grade Breakdown:*

In-Class Assignments	15%
Essays and Projects	40%
Exams and Quizzes	25%
Final Exam	20%

*Grading Policies:*

**Deadlines:** Assignments and projects are due on the date provided when the assignment or project is started. Exceptions are granted in extenuating circumstances only.

**Late Penalties:** Late assignments will only be accepted until the time that the assignment has been marked and handed back to the rest of the class.

**Missing Assignments:** Assignments that are not handed in can not be given a grade, as by missing the assignment, a student has not shown their ability to successfully demonstrate the outcomes.

Cheating and Plagiarism:

Academic dishonesty is a serious offence. Anyone caught cheating or participating in plagiarism will not receive a grade for the assessment in question. A conference will be set up immediately with the offending student's parents, and the principal to discuss further consequences.

## **Appeals Process**

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

Please see student agenda for more detailed appeals information.

### **Daily Expectations:**

A successful student in English 10-1 will:

- come prepared on a daily basis with a pen, text, and English binder
- complete all assignments on time with the required effort and pride
- limit absences and lates, **recognizing that when a student is absent it is their responsibility to find out what was discussed and to check with a fellow student or myself to receive note/assignments they have missed during their absence**
- respect the rights of others and the rules of the classroom

### **Statement Regarding Bus Days (I.E Days where regular student bussing is interrupted):**

- Sr.High Only: In the event of buses not running; I will run a drop in google scheduled during regular time. This will be time to ask questions , clarify concepts, work on assignments, have group discussions, etc. No new material covered but dependent on the frequency of this situation this could change.