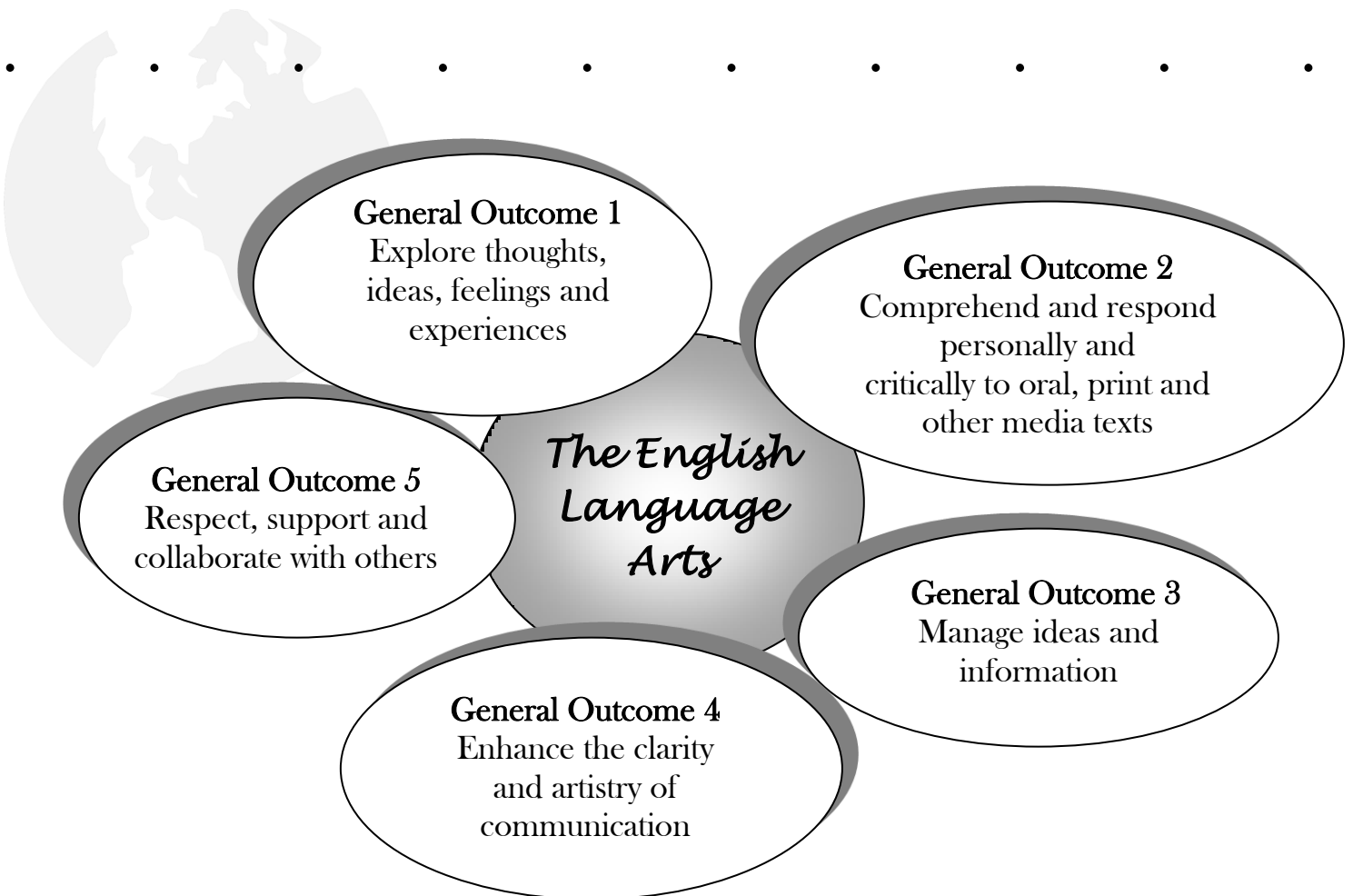


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Peace River High School February 2016

English Language Arts 10-2 Course Outline



STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT.

Course Philosophy and Teaching Methodology .

Peace River High School offers **English Language Arts 10-2** in accordance with the Alberta Learning English Language Arts Program of Studies (2000). Students whose goals include High School graduation and preparation for entry into the work force will generally follow the 10-2/20-2/30-2 sequence of ELA courses. The content is intended to address practical and current media and language situations, and for students to gain confidence and skills in a range of communication environments. Students will explore their own impressions and perspectives, hone critical thinking skills and understanding, and develop their abilities to effectively utilize the English language for communication. The five General Outcomes (see diagram) are integrated throughout the course. Students practice knowledge, skills and strategies in all the six language arts of *listening, speaking, reading, writing, viewing and representing*. Texts include print, oral, visual and electronic media, and combinations thereof, such as film, audio recordings, dramatic presentations, and demonstrations. Students have many opportunities to explore, compose, comprehend and respond to texts; to manage ideas and information; to develop clarity and artistry in their personal communication skills. Respectful and cooperative interaction with others is emphasized. Differentiation of learning strategies is the norm.

Success Plan

Successful students:

- ❖ **attend regularly** – Students are present for all classes, and catch up any missed work. Students may collect work in advance from the teacher, or upon their return.
- ❖ **arrive on time** – Everyone is punctual and makes each minute count. Important announcements and information are presented at the beginning of class so it is essential for students to be present. Scheduled breaks are long enough for washroom breaks and movement between classes.
- ❖ **are prepared** – The following items are brought to class every day:
 - Binder with looseleaf paper and dividers, set up according to teacher's directions for notes, exercises and handout pages
 - A separate notebook for use as a reading log and journal
 - Two pens of with different ink colours, plus a highlighter
 - Text book, novel or other assigned reading
- ❖ **use time well** – Much of the assigned work is completed during class time with conscientious effort.
- ❖ **do homework** – Homework is of a reasonable amount, usually required the next day, and is marked and returned as quickly as possible. Lessons usually build upon a previous day's learning, so it is important to keep up, and receive feedback as the learning is taking place.
- ❖ **take responsibility for their own learning** – Students know their preferred learning modes and work with their teacher to achieve the most effective educational experience.
- ❖ **respect one another** – all students and staff are valued and treated fairly in this classroom. Students engage in lessons and instructions. The teacher's and education assistant's directions are followed by all students.

Course Outline

Genre Units

- ❖ Feature Film Study
- ❖ Narrative (Short stories)
- ❖ Novel Study
- ❖ Modern Drama
- ❖ Description and Instruction
- ❖ Non-fiction
- ❖ Persuasion
- ❖ Media Literacy
- ❖ Visual Literacy

Learning Resources

Textbooks

Crossroads 10, Reading and Writing for Success (Gage Publishing)
Seven Plays of Mystery and Suspense, Literature and Media 10

Novel Study

Deathwatch, Dare, or Hunter in the Dark

Feature Films (used in entirety or excerpted; this list may change)

The Odyssey; O Brother Where Art Thou? Never Cry Wolf, Village of the Damned

Supplementary Print and Digital Materials

Structure and Style (Webster)
Your Voice and Mine 2, Values, Poetry in Focus
Reading, Spelling and Vocabulary Resources
Current media, software and web resources

Students have access to the school library, computers, intranet and internet for research. They may utilize personal digital devices when appropriate, for educational purposes only in the classroom. A computer use agreement must be signed by students and their parents or guardians before they may access web resources.

Reporting Periods and Important Dates

Parent Student Teacher Conference	March 17
Midterm Exam Parts A and B	Week of April 11-15
First Report Card	April 22
Parent Student Teacher Conference	May 5
Final Exam Parts A and B	Weeks of June 13-17 and 20-24

Assessment

Report strips are generated frequently, and students and parents will also have access to current marks on the school division website at any time, using the Maplewood through the Divisional website (www.prsd.ab.ca). Questions may be directed to the school office or by email using the address provided on the front of this document.

English Language Arts teachers at Peace River High School use principles of evaluation consistent with the philosophies of the Alberta Program of Studies for English Language Arts, and the PRSD assessment policy which is outcome based. Multiple and varied approaches to assessment occur throughout the course to direct learning. Summative assessments contribute the largest weight to report marks. Students will be familiar with the criteria from which their final course marks are derived.

Daily in-class assignments, tests, writing compositions and other projects will be evaluated according to how each is based on the five General Outcomes of the English Language Arts Program of Studies. In ELA 10-2, 70% of the overall course mark comes from work in the course, and 30% from exams (midterm 10% and final 20%). All term marks are cumulative.

Please 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.

Weightings of specific assignments within a unit may change when ongoing assessments of student learning demonstrate that more time or emphasis is required for mastery of a particular outcome. English Language Arts courses are organized to allow flexibility among and within units to address the many learning outcomes required by the Program of Studies.

	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 REFLECT	<u>General Outcome 2</u> comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively. UNDERSTAND	<u>General Outcome 3</u> manage ideas and information. RESEARCH	<u>General Outcome 4</u> create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication WRITE	<u>General Outcome 5</u> respect, support and collaborate with others. COOPERATE
Relative Weighting	1	3	1	3	1

Parents are encouraged to peruse the English Language Arts Program of Studies, available online at <http://www.education.alberta.ca/media/645805/srhelapofs.pdf>.