



Chetwynd Secondary School Course Outline 24/25

Grade 10: English Composition and Literary Studies

The study of English is that of language, learning and communication. All knowledge gained must pass through the lens of language.



DONOGHUE

Therefore, the study of English is learning about ourselves, our relationship with others, and the world around us. We seek to empower learners to become confident and capable communicators with a wealth of useful, relevant knowledge.

“Through their study of language and texts, students have opportunities to develop a lifelong love of reading, writing, and learning and an appreciation for the power, beauty, joy, and artistry of language and texts. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, gaining insight into their own lives and the lives of others.

The English Language Arts curriculum is designed to empower students to become thoughtful, ethical, and responsible citizens of a diverse society. As they explore texts, students come to understand the influences shaping Canadian society. Students have opportunities to individually and collaboratively study, create, and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting, and revising.”

(BC CURRICULUM)

I wish all students the very best success in achieving their learning aspirations within and beyond this course. This course will challenge and prepare you for future study at English 11 and beyond.

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BIG IDEAS

We will follow the know-understand-do model and revisit key skills and competencies throughout the semester in order to develop and refine our understanding and response to the BIG ideas.

<p>The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</p>	<p>People understand text differently depending on their world views and perspectives.</p>	<p>Language shapes ideas and influences others.</p>
<p>Engagement with writing processes can support creativity and enhance clarity of expression.</p>	<p>Texts are socially, culturally, geographically, and historically constructed.</p>	<p>Questioning what we hear, read, and view contributes to our ability to be educated, engaged citizens</p>

(BC CURRICULUM 2024)



COURSE

This Course celebrates the BC Curriculum and Chetwynd Secondary School's shared vision for promoting the success of all learners.

English Language Arts is a foundational curriculum that equips students with the language and literacy skills they will need for success in school, community, career, and life.

This course will provide students with the opportunity to become more effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others. Students will read and study compositions by others and consider a variety of styles as models for the development of their own writing.

As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, gaining insight into their own lives and the lives of others. (BC Curriculum 2024)



UNITS

The content covered during the semester will focus on a range of topics identified in the British Columbia Curriculum.

Learners will experience and explore the ideas, texts, and language in ways designed to encourage and foster critical thinking and self-expression. Learners will grow in confidence as capable communicators, expressing ideas in depth and detail and with growing understanding, reflecting on progress.

(BC Curriculum 2024)

Poetry: Time and Space

Stimulus: Nothing Gold Can Stay (Frost, American), January Morning / Downtown Vancouver (Birney, Canadian), Trainers All Turn Grey (Hannah, British),

Comprehend and connect: We will explore and interpret the imagery contained in sonnet and free verse poetry, comparing structure, connotations of language and layered meaning; students develop inference, language analysis, synthesis and comparison by exploration of voice and literary devices

Description: Dynamic Places

Stimulus: Trawna ta Belvile (Birney, Canadian), The Ocean at the End of the Lane (Gaiman, British), The Great Zoo (Guillén, Afro-Caribbean), Door (Holub, Czech),

Create and communicate (writing, speaking, representing): We will develop and practice transformative writing, refining our use of literary devices, expanding use of vocabulary to achieve intended effects upon an audience with growing sophistication and confidence

Literature Study: Nature

Stimulus: Macbeth (Shakespeare, British), There Will Come Soft Rains (Bradbury, American), My Swordhand is Singing, (Sedgwick, British), War Poetry (McCrae, Sassoon, Owen, Remarque; Canadian, Indigenous, British, German)

Comprehend and connect: We will explore how themes, patterns and motifs build over the course of longer texts, creating meaning; learners will consider the contexts in which texts are produced and develop reading strategies to read new and unfamiliar, complex texts with growing confidence.

Travel Writing: Our World

Stimulus: Song of Eskasoni: More Poems of Rita Joe (Joe, Canadian, Indigenous), Speak White (Lalonde, French Canadian), The Guardian Travel Writing Archive (International); advertisements and non-fiction

Create and communicate (writing, speaking, representing): We will explore writing for a variety of purposes and audiences. We will use our growing vocabulary and awareness to make our writing increasingly convincing and effective

Literature Study: Relationships	<p>Stimulus: Fiction and non-fiction including Monsters on Maple Street (Serling, American), Boys and Girls (Munro, Canadian), Poetry Anthology (International), The Leap (Erdrich, Canadian, Indigenous), Of Mice and Men (Steinbeck, American)</p> <p>Comprehend and connect: Frame narrative, tragedy, modernism, microcosm, society, symbolism, representation, establishing a viewpoint. We will express our own ideas with increasing clarity and emphasis in a focused response to a text</p>
Rhetoric: The Art of Persuasion	<p>Stimulus: Various Speeches (Luther King Jr, Obama, Malala), charity and promotions, arguing a position, propaganda and advertisement; utilisation of the PERSUADE devices; Slam poetry and other calls to action; reflections, reviews and other means to establish a personal voice</p> <p>Create and communicate (writing, speaking, representing): We will explore how we can use our unique voices to represent ourselves and to express opinions and beliefs. We gain knowledge by listening to each other's interpretation</p>
Consolidation of Learning	<p>Stimulus: There will be a range of short, varied stimulus materials, but the focus will be on reflecting and improving our effective communication and our best successes consolidating our achievements</p> <p>Comprehend, create and communicate: Options to revisit some previous pieces or to pursue independent study, with the same intended assessment outcomes; collaborative reflecting prior to final course test</p>



EXPECTATIONS

We learn and work together with respect

We try our best to understand course material as well as each another

We make positive, helpful contributions and value other perspectives

We act responsibly to make our future selves proud of our own efforts

At Chetwynd Secondary School, it is our mission to develop skills, nurture personal growth, and encourage lifelong learning in a supportive and respectful environment

**Caring Community
Socially Responsible
Striving for Success**

Broadly, expectations for students' achievement will be considered within the guidelines set out in the Proficiency Scale. Rubrics and other scoring matrices will be used to ensure that student work is accurately rewarded for its individual strengths.

At CSS:	In my English class:
• we do our best to live up to whole-school rules and expectations	<i>I know what is expected of me I do my best to succeed and flourish in a caring, socially responsible manner.</i>
• we are prepared and ready to learn	<i>I arrive on time with the proper materials; I put them on my desk I try to take an active role in all of the activities</i>
• we demonstrate respect and cooperation	<i>I am considerate of the fact that we are learning together and the needs of others are as important as my own. I listen and follow instructions.</i>
• we strive to be our best	<i>I attempt tasks and use my notes, feedback and other resources to help me I use my time in class to challenge myself</i>
• we acknowledge and overcome problems • we are responsible decision makers	<i>I can think of how I can use the resources around me; I can review or re-read; I can solve this problem I also know that I can ask others when I'm really stuck or unsure I know that regrouping, re-examining, reattempting and rebounding are better than retreating; I don't give up</i>
• we reflect on our past achievements	<i>I see my strengths and I can make improvements to make my work even more perfect. I can attempt tasks in different ways to decide which is best for me</i>
• we are actively working towards new goals	<i>I can think of a few things to focus on when I'm doing my work; I can remember something which would be useful now to achieve my goal</i>

GOALS

The BC English Language Arts K-12 curriculum contributes to students' development as educated citizens through the achievement of the following goals. Students are expected to:

- become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social, and career aspirations
- appreciate language and learning as lifelong sources of joy, curiosity, and passion
- think creatively, critically, and reflectively about language and texts as part of constructing and communicating personal meaning
- become critical and ethical users of digital media, capable of adapting to new modes and tools of language use
- strengthen their understanding of themselves, diverse cultures, and multiple perspectives through the exploration of First Peoples' and other Canadian and international texts
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- appreciate the power, beauty, and artistry of language and texts and their impact on personal, social, and cultural life
- use language to design and share information interpersonally, interculturally, and globally



FIRST PEOPLES

This course acknowledges and respects the 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, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities. Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story. Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

These principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society. (gov.bc.ca)



INCLUSION

All students with disabilities or diverse abilities should have equitable access to learning opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

Differentiated instruction, including the use of technology to further support learners will be utilised to improve access to education

Learners who identify as having English as a second language or who have other learning priorities will be supported

Alternate pathways to demonstrate learning and progress will be made available to include students with diverse needs in accordance with whole-school policies.

The physical environment of the classroom will be modified where possible to better include those with diverse physical or learning requirements.

A solution-focused discussion will occur when new or unexpected circumstances arise which may have impacted some or more learners.



ASSESSMENT

Assessment in this course will be conducted in a transparent, evidence-based approach with students completing work, building a portfolio which demonstrates their skills across time and task.

All of us are always improving in countless ways.

Assessment in this Course is to provide meaningful steps for improvement as well as an indication of where you are, as a learner, on the journey towards greater successes. You likely already bring significant knowledge and relevant insights to the texts we will explore.

The Course will offer multiple opportunities to succeed and outcomes will be based on a range of evidence focusing on examples of students' best work and achievements. Greater participation and involvement will yield greater opportunities to influence academic judgements.

Students are strongly encouraged to attempt all work with a growth mindset and stepping stone ethos as this will offer the most opportunities to demonstrate key competencies and skills.

ASSESSMENT WEIGHTING

FOUR BEST EXTENDED CREATIVE WRITING	FINAL EXAM: TWO TASKS: DESCRIBE AND PERSUADE	DIALOGUE AND DISCUSSION IN CLASS	REDRAFTING AND SELF- IMPROVEMENT	FINAL EXAM: ANALYSE A KNOWN AND UNKNOWN TEXT	FOUR BEST EXTENDED CRITICAL WRITING
55%	15%	15%	15%	15%	55%

ENGLISH COMPOSITION

LITERARY STUDIES

This assessment model will be modified for individuals with an identified dispensation or need

ASSESSMENT POLICY

English Composition and Literary Studies are primarily assessed through extended writing and other forms of communication. Longer tasks enable students to have the freedom to demonstrate their skills. In some cases, the scope of assessment may be limited by the teacher in order to support an individual's learning.

- Written assessment tasks will be explained and modelled in advance; paper copies of any **assessment criteria will be provided** to all learners. Unseen and no-prep material will be used on occasion near the end of the course to introduce additional challenge.
- Learners are allowed to **redraft or improve** their work following feedback for an additional score up to 15% on the assignment (this must be completed within 10 days of receiving feedback)
- Significantly **late work** (10+ days) may be subject to changes in requirements, or the creation of a different or altered task of similar challenge levels, in order to remain relevant
- Plagiarism is taking someone else's ideas or words and using them as your own. Ask your teacher about citation techniques. Sections of work deemed to be **copied or plagiarised** will receive no credit; this decision will not be made without evidence and a conversation will follow for resolution. The student will not be penalised on content deemed to be their own but may be asked to resubmit with unoriginal content removed.
- Spoken contributions in class and in group discussions will **be awarded for insight** and pertinence (5%), **application of knowledge using relevant skills** (5%) as well as for **active listening** and building on the contributions of others (5%).
- Students with additional needs and requirements will be **fully supported** to achieve in ways which remove barriers which others may not face; we work with learners and families to overcome potential disadvantage.

Large portions of this document sourced from BC Curriculum (<https://curriculum.gov.bc.ca/curriculum>) and Chetwynd Secondary School (<https://www.sd59.bc.ca/schools/chetwynd-secondary>)