Course Outline Grade 10 English Mr. J Standring

Message from the teacher:

The first thing you need to know is that I believe in you. You should also know our goal. Our goal is to make you a better reader, writer, speaker and a better person. But that means you must put in the effort. Reading is meant to be a joy. Writing is meant to be done with a purpose. I hope above all else that you learn both of these things by the end of the year.

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| --- | --- | --- |
| Unit | Assessment Piece | Date for Final Assessment |
| Narrative/ Short Story | Written Sample | End of October |
| Persuasion | Written Essay  | End of December |
| Review | Exam | January |
| Dramatic Text | Written Assessment / Perform. | End of February |
| Speaking / Listening | Speech / Presentation | End of March |
| Descriptive Language | Transactional Piece / Poem | End of April |
| Non-fiction / Informational | Non-fiction / Newspaper | June |
| Review | Final Exam | End of June |

JStandring.weebly.com – Students and parents go here for:

 Notes, Assignments, Hand-in Work, Communication (You can ask a question any time of day, and submit work here)

Rules are simple: Daily Routine: Based on the Daily 5

**On time** 10-15 min Mini-Lesson

**Prepared** 10-15 min Read to Self

**On Task** 10-15 min Write to Self

**Respect** **Everyone** 10-20 min Grammar, Conventions Work

**Do Your Work** Conferencing = Teacher –Student (Teacher chosen)

Marking Scheme:

Formative – 40% - Development/Progress pieces

Summative – 60% Major assessment pieces

I have included the first two units of study, in full, to give a head start on the year.

## Unit 1 – Short Narrative / Thematic Unit (How to be a Man/Woman Unit Unit)

Essential Learnings:

1. Purpose
2. Elements of Narrative (Quiz will follow lesson)
3. Theme – Broken into main idea and details that support your argument
4. Characterization - Compare and Contrast (Using a Venn Diagram)
	1. Round, Flat, Dynamic, Static, Foil, Stock, Confidante
5. Importance of Characters, Cause and Effect
6. Reading Aloud – Expression, Confidence, Rate of Speech, Intonation
7. Reading Strategies – Word Meaning in Context, Root Words, Assistive Technology use, Analyze and Interpret (from *Write Like This* by Kelly Gallagher)
8. Writing Techniques: Write what you know, Write from the Unknown (research/imagination balance), Smell the Rose, Expressive and Reflective, My Favourite Mistake, Poetry for Figurative Language (What my life Tasted Like, I’m From), Several Strategies from Write Beside them will be given during the Quick Write / Mini-Lesson Time.

**Assessment Pieces**

1. Final Copy of 3 writing pieces (at least 2 must be narrative, one may be poem or non-fiction)
2. Blog (Filled with thoughts about reading we have done, possible publishing point for short stories)
3. Final Assessment (Found Below)

**Section 1 – Reading Comprehension**

1. Pick 5 Elements you encountered in the text that let the reader know this is a narrative. Fill in the following chart:

|  |  |
| --- | --- |
| Elements of a Narrative | Example from the Narrative |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Identify the theme from the narrative and provide supporting details in the chart below:

|  |
| --- |
| Theme: |
| Supporting Detail: | Supporting Detail: | Supporting Detail: |

1. Use a Venn Diagram to Compare/Contrast this story with one we’ve read previously in class.
2. In a paragraph, introduce us to a character other than the protagonist/antagonist and explain how they are important to the plot.
3. During the reading of the passage and in answering the questions you had to use many reading strategies. In the chart below pick three reading strategies you used and explain how they helped your understanding of the text or helped you in finding the answers.

|  |  |
| --- | --- |
| Reading Strategy | Explanation of how it helped |
| 1. |  |
| 2. |  |
| 3. |  |

## Unit 2 – Transactional Writing (Persuasive, with a Research focus)

**Grade 10 – Focus on Research and Opinion Connections**

**Essential Learnings:**

1. Purpose
2. Thesis
3. Support Arguments
4. Details
5. Rhetorical Questions
6. PQE Technique
7. Structure – Hamburger or Set ‘em up, knock ‘em down (Kelly Gallagher)
8. Source Citation – Detailed Citation Lessons requiring computer time for completion.
9. Reading Strategies: Text Features, Identify Evidence that Supports Thesis (Main Idea, Supporting Details), use knowledge to anticipate where key themes will occur.
10. Writing Techniques: Four Square Argument Chart, Both Sides of an Argument, The Hook, The Intro, The Body (Hamburger or Set ‘em up, knock ‘em down), The Conclusion,

Final Assignments:

1. Should Pot be Legal…. Based on the Proposition 19 from California State Election 2010. Students will write an essay supported by the official Pro/Con arguments provided during the Cal. 2010 Election Guide.
2. Human Review Essay: Looking beyond ourselves to another culture to make the argument – using research – that (a person of your choosing) should be remembered by us. Basically you are answering the question: Why is this person worth remembering?
3. What do we really need to know? What does no one really teach us?