



## English Language Arts 10: Composition and Spoken Language

### Course Outline

#### Course Overview

This course combines the ELA Composition and Spoken Language curriculums to offer students a way to get all four credits in one course. Students will complete a discrete Composition unit where they get to choose a form of writing to focus on (screenplays, proposals, short stories, or editorials). Beyond that, they will work through four units exploring the core competencies: thinking, communication, personal and cultural identity and personal and social responsibility. Specifically, students will look at effective speaking, the dialogue in film and drama, oral traditions, oral news reporting, podcasts and public service announcements; culminating with an independent novel study and a final exam.

#### Course Content and Suggested Timelines

1. **Composition**- Students choose a form of writing to focus on: screenplays, proposals, short stories, or editorials). They will work through the writing process from researching, planning, drafting, and the final copy. This process will vary depending on the type of writing the student chooses. (2-3 weeks)
2. **Thinking** – Students look at effective speaking and write and preform a monologue or speech. (2-3 weeks)
3. **Communication** – Students look at effective communicating across different genres. (2-3 weeks)
4. **Personal and Cultural Identity** – Students look at First peoples oral traditions and how language builds meaning for the individuals. (1-2 weeks)
5. **Personal and Social Responsibility** – Students look at the world around them and learn how to advocate for causes that matter to them. (1-2 weeks)
6. **Independent Novel Study** - *Choose your own novel*. Students will participate in online discussion forums, the forums will take the form of asynchronous discussions based on different elements of the novel, and they will be organized by chapter. Students will use rubrics to evaluate their peers and their own posts. Students will have a choice of a variety of final projects. (1-4 weeks)
7. **Final Exam** – Students will reflect in written form on one of the works they created throughout the course. (1 week)

#### Course Materials

- Students will need access to a recording device.

- Students will need to supply their chosen novel.
- Everything else if provided

The curriculum guides for this course are available at:

[Composition curriculum](#)

[Spoken Word curriculum](#)

## Assessment Information

1. **Composition-** Students choose a form of writing to focus on: screenplays, proposals, short stories, or editorials). They will work through the writing process from researching, planning, drafting, and the final copy. This process will vary depending on the type of writing the student chooses. (12%)
2. **Thinking** – Students look at effective speaking and write and preform a monologue or speech. (18%)
3. **Communication** – Students look at effective communicating across different genres. (18%).
4. **Personal and Cultural Identity** – Students look at First peoples oral traditions and how language builds meaning for the individuals. (18%)
5. **Personal and Social Responsibility** – Students look at the world around them and learn how to advocate for causes that matter to them. 18%)
6. **Independent Novel Study** - *Choose your own novel*. Students will participate in online discussion forums, the forums will take the form of asynchronous discussions based on different elements of the novel, and they will be organized by chapter. Students will use rubrics to evaluate their peers and their own posts. Students will have a choice of a variety of final projects. (12%)
7. **Final Exam** – Students will reflect in written form on one of the works they created throughout the course. (4%)

## When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student’s home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

## Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports



## **Reporting to Parents:**

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

Every week that EBUS is in Session the teacher will send out a progress report showing the student's progress

## **Contacting Your Teacher:**

Your teacher will be available Monday to Friday during regular school hours. If you are having trouble with any concepts, please contact your teacher right away!

- You may use Moodle messenger or the course forums to contact

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