



## English Language Arts 10: Composition and Focused Literary Studies: Science Fiction

### Course Outline

#### Course Overview

This course combines the ELA Composition and Focused Literary Studies 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 Novel Study, Poetry, Short Stories, and Non-Fiction; exploring the core competencies: thinking, communication, personal and cultural identity and personal and social responsibility. Culminating with 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. **Novel Study** – 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 create a book trailer for their novel of choice and publish it to Vimeo. Students will peer and self-evaluate their finished product. (2-3 weeks)
3. **Poetry** – Various poems with science fiction themes will be studied. Students will participate in online discussion forums, the forums will take the form of asynchronously discussions based on different elements of the poems. Students will use rubrics to evaluate their peers and their own posts. Students will create and publish a video essay comparing and contrasting two or more of the poems. Evaluation will be based on self and peer evaluations, combined with teacher evaluations. Students will use rubrics to evaluate their peers and their own video essay. (2-3 weeks)
4. **Non-Fiction** – Students will explore various examples of real-life science fiction, or technology that was predicted in the past. Students will fact check the articles and videos, verifying or disproving the claims in them. In a formal video report the students will share their findings. Finally students will design their own futuristic technology. (1-2 weeks)
5. **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](#)

[Focused Literary Studies 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. (18%)
2. **Novel Study** – 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 create a book trailer for their novel of choice and publish it to Vimeo. Students will peer and self-evaluate their finished product. (18%)
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5. **Final Exam** – Students will reflect in written form on one of the works they created throughout the course. (10%)

## 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.

## Inactivity and Communication

Students are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor student participation, work submission and periods of inactivity in their courses. Students who have not accessed their course for a period of two weeks or longer will receive an online gentle reminder email to inquire about progress and reasons for inactivity; parents will also receive a copy of the email. Students who receive a reminder email must contact their teacher to communicate their intentions for the course and any other information that will help support their learning. If a student has been inactive for a period of eight consecutive weeks or longer, has received three online reminders and has not responded to communications from their online teacher, the student may be withdrawn from the course.

Communication between students and teachers is important. EBUS Academy offers a flexible learning environment and we understand that various circumstances can arise that prevent students from engaging in their courses. When students anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

## 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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