

Course Plan: English 10-2

Quarter 2, 2012-2013
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RESOURCES AND REFERENCES:

- English 10-2 Curriculum Guide
- English 10-2 Program of Studies
- English 10-2 Teacher's Resource
- *Fast Forward*, S.D. Robinson, Editor
- *Accelerate*, S.D. Robinson, Editor
- *Literature and Media 10*, Nelson English
- *Literature and Writing 10*, Nelson English
- *Sightlines 10*, Prentice Hall
- *Man, the Myth Maker*, Northrop Frye, Editor
- *Deathwatch*, Robb White
- *The Miracle Worker*, William Gibson
- *The Canadian Writer's Handbook*, William E. Messenger and Jan de Bruyn
- *Smoke Signals*, 1998 film, Written / Directed by Sherman Alexie
- *Crossroads*, short film, Written / Directed by Shirley Cheechoo
- *Clash of the Titans*, film
- Various media including film, play, and textual selections
- http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/

GENERAL OUTCOMES FOR ENGLISH 10-2:

(specific objectives located in each unit)

GENERAL OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

GENERAL OUTCOME 2

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

GENERAL OUTCOME 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

GENERAL OUTCOME 4

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

GENERAL OUTCOME 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

A) Writing:

- Appropriate prewriting strategies can assist a writer in discovering and expressing meaning
- Appropriate organization and development of meaning are essential qualities of written composition
- Effective revision involves careful evaluation of ideas and further shaping of the composition

- A writer's ideas and experience can be presented through various modes of discourse
- The ability to write clearly, in a manner appropriate to the occasion, is an important life skill

B) Reading / Literature:

- Reading is a process that demands active involvement of the reader
- The study of literature can fulfill a variety of goals for the individual
- Enjoyment and appreciation of literature depend on favorable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination
- Human experiences and values can be explored through literature
- The understanding and appreciation of a literary selection is dependent upon the recognition and understanding of the general characteristics of literary forms and the relationship of form, idea and purpose
- Locating, selecting and evaluating written materials, frequently required to fulfill one's purpose in reading, are important life skills
- An effective reader is able to select and use a variety of strategies appropriate to his or her purpose

C) Viewing:

- Appreciation and understanding of a visual message requires an understanding of purpose
- Elements in and structure of the image strongly influence the total effect of the communication
- Many "visual communications" are really audio-video messages that use sound and image together to communicate a message
- The viewer must evaluate the apparent reality created in media products
- Visual communication is similar in many ways to verbal forms of communication

D) Listening:

- Listening is an active, not a passive process
- Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication
- Listening to obtain information involves attention, open-minded reception of the message presented
- Critical listening involves an assessment of the validity of the message presented

E) Speaking:

- The ability to speak easily, clearly and effectively is an essential communication skill
- The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette
- Communication situations call for appropriate language, tone and non-verbal behavior to suit the audience, occasion or purpose

F) Representing:

- Relate elements, devices and techniques to created effects
- Experiment with language, image and structure
- Appreciate the effectiveness and artistry of print and nonprint texts
- Focus on purpose and presentation form
- Consider and address form, structure and medium
- Use production, publication and presentation strategies and technologies consistent with context

THEMATIC UNITS:

(specifics of each)

1. *Out of the Darkness* (The Modern Play and Multi-genre Literature Selections):

- Introduction to drama
- Development of the theatre
- Introduction to figurative language in literature
- Personal responses to the events of the play
- The use of monologue and dialogue in a play
- Analysis of the events and action of the play

- *The Miracle Worker*, William Gibson (film)
- Literature and film selections based on themes found in the play

2. *Ripples and Reflections* (Mythology and Multi-genre Literature Selections):

- Introduction to short stories and poetry
- Introduction to mythology in different cultures
- Personal responses to the stories and poems
- Searching for meaning in the poems and stories
- Writing for specific purposes
- Creating tone in writing (DIDLS)
- *Accelerate*, and *Fast Forward*, S.D. Robinson, Editor
- *Man, the Myth Maker*, Northrop Frye, Editor
- *Clash of the Titans* (movie)
- *Backroads* (short film) by Shirley Cheechoo, an Albertan playwright
- *Smoke Signals*, (1998 film) by Sherman Alexie, a Native American writer / playwright, director
- http://weeklywire.com/ww/07-20-98/alibi_film1.html
- Reading selection from *The Lone Ranger and Tonto Fistfight in Heaven*, Sherman Alexie
- Literature and film selections

3. *Survival of the Fittest* (The Novel and Multi-genre Literature Selections):

- Introduction to the novel
- Personal responses to the events of the novel
- Analysis of the events and actions within the novel
- Exploring the message of the author
- Building suspense in film
- *Deathwatch*, Robb White (novel)
- *Alive* (movie)
- *Vertical Limit* (movie)
- Literature and film selections based on themes found in the play
- Trip to the climbing wall

ESTIMATED TIMELINE:

(based on a 10 week quarter)

UNIT 1: *Out of the Darkness* – 3.5 weeks

UNIT 2: *Ripples and Reflections* – 3 weeks

UNIT 3: *Survival of the Fittest* – 3.5 weeks

STUDENT ASSESSMENT AND EVALUATION:

- 1. Daily and Minor Assignments:** There will be daily assignments, both in and outside of class which will be collected on a regular, random basis. Homework for daily assignments will NOT be accepted late.
- 2. Major Assignments:** These major assignments will include essays, as well as final projects in each unit. There will be 2 or 3 major assignments per unit, and they will be weighted more heavily than the daily assignments. Major assignments may be handed in late, but 10% will be deducted for each day.
- 3. Unit Exams:** These exams will evaluate the students' understanding of all concepts presented in the unit and will be administered the last day of the unit.
- 4. Effort and Participation:** This is the measurement of the involvement of the student. All students are expected to treat others, their ideas, and the teachers with respect. This mark has nothing to do with ability and everything to do with willingness. Involvement in class discussion and efforts to complete work on time are also included in this mark.

5. **Final Exam:** As per department policy, there will be a final exam counting for 30% of the final grade in the course. This exam will be multiple choice, from the CAMP resource materials.

GRADING BREAKDOWN:

(units only)

Daily Assignments	20%
Major Assignments	40%
Unit Exams	30%
Effort and Participation	10%

Total: 100%

(final marks)

Unit 1 – 4 marks	70%
Final Exam	30%

Total 100%