

# SP LN 10 / LT ST 10

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Porter Creek Secondary School  
Semester 1 August 2018 – January 2019  
Ms. Robin Carrey

Link to B.C. Ministry of Education Curriculum for this course

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/literary-studies>

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/spoken-language>

## Course Description

English 10 course modules expand your existing knowledge and skill, challenging you to use what you know with greater sophistication and precision. All elements of the redesigned English Language Arts program are built on two foundations:

**Big Ideas** – concepts that students will understand by the end of their studies

**Core Competencies** – skills that students will use throughout their lives.

The B.C. Ministry and Yukon Education have identified three

**Core Competencies** (<https://curriculum.gov.bc.ca/competencies>) that students will develop through the process of their education. These **Core Competencies** are *Communication*, *Thinking* (both Creative and Critical thinking), and *Personal and Social* (encompassing Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility).

There are five **Big Ideas** that drive the curriculum skills and materials in the English Language Arts program.

Language and <b>text</b> can be a source of creativity and joy.	Exploring <b>stories</b> and other <b>texts</b> helps us understand ourselves and make connections to others and to the world.	People understand <b>text</b> differently depending on their worldviews and perspectives.	<b>Texts</b> are socially, culturally, and historically constructed.	Questioning what we hear, read, and view contributes to our ability to be <b>educated and engaged citizens</b> .	Language <b>shapes ideas and influences</b> others.	Vocal communication is <b>powerful and evocative</b> .
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## Course Goals

The goals of the course are broken down further – into **Curricular Competencies** (things students will need to be able to **do**) and **Content** (information that students will need to **know**).

The **Course Competencies** – the goals for what students will be able to **do** at the end of the course of study - are divided into two categories:

1. *Comprehend and Connect* = reading, listening and viewing texts and media, focus on being a savvy *consumer* of communication texts.
2. *Create and Communicate* = writing, speaking and representing ideas and information, focus on being an effective producer of communication texts.

## Course Structure

The course may be a new format to students in several ways. There will be a focus on using **inquiry questions** in learning, and in having students co-create questions, criteria for assessments, and criteria for classroom expectations.

### **The course will require significant involvement on the part of the students.**

The course will be focused around a theme, which will guide our process of developing inquiry questions, analyzing texts, producing texts, and working together as a classroom learning community.

The theme for this course relates to *The Power of Words*.

To explore this theme and to develop and practice our questioning and communication skills, we will watch/read/look at and create (with an emphasis on oral presentation and communication):

- short stories,
- novels,
- poems,
- songs,
- multimedia texts,
- video and films,
- images,
- presentations/talks
- and scripts.

[MORE INFO AVAILABLE AT MSCARREYSLEARNINGGATEWAY.COM](http://MSCARREYSLEARNINGGATEWAY.COM)

## Assessment & Evaluation

**Assessment:** happens prior to and during the learning process. Teachers and students use the results and the feedback to improve ongoing work and achievement.

**Evaluation:** happens late in the learning process, to determine whether or not the student has successfully achieved mastery of a skill or has truly learned information.

**Reporting:** formal and informal reports communicate to students and their families the results of assessment and/or evaluation.

Assessment, evaluations and formal reporting are focused on descriptive feedback. Assessment activities will include but will not be limited to: reading out loud, formal written work, class discussions, quizzes, tests and exams, classroom activities, group work, practice work, performances and presentation.

Assessment will be completed using a variety of tools, including but not limited to: scales, rubrics, checklists and other formats using clearly communicated criteria that students know prior to being assessed or evaluated.

Students will be involved in the process through self and peer assessment.

Not every student learns the same way or at the same pace. The same learning target can be measured with more than one type of activity. There will be times when students will have some choice in how they show what they know and can do. Other times, they will have to complete required formats, even if this requires them to stretch out of their comfort zone, because it moves them into their zone of proximal learning.