**Language Arts 10 Course Outline**

Semester 2 (January 2015 – June 2015)

Mrs. Cabel

Welcome to semester two! As we continue our full year language arts program, the focus will be to build on the skills covered in semester one, while preparing you for the more intense grade 11 program.

The **reading** program this semester focuses on more complex texts, ranging from Shakespeare drama to poetry analysis. You will engage in independent and shared reading, and will respond to your reading through journals, discussions, projects, mini-assignments, skits, and sometimes quizzes and tests. You will be required to read independently during SSR, and it is expected that you will also read at home. You will not complete projects on SSR books, rather you will be asked to complete demand activities on your book, some of which might be presentation based. I have a classroom library, which you can use to sign out books, and of course, you can access the many resources that are available in our school library.

Our **writing** program will take the form of a writing workshop, which means that students may travel through the writing process at different speeds. Writing workshop will always begin with a quick write or a mini-lesson on grammar, writing techniques, the writing process, or issues concerning our current genre. The primary focus of our writing program will be the research essay, as students are expected to have a strong basis for research essay writing when they enter grade 11. Also this semester, you will have opportunities for creative writing during our Shakespeare unit and poetry unit. You must have a **hard cover writers notebook**, which will be used for quick writes, journaling, prewriting, and drafting. You may continue to use your notebook from semester one.

You will also enhance your **speaking and listening** skills, which are an important part of the provincial curriculum. I realize that speaking in front of peers is an area of struggle for many teenagers, but you will be expected to contribute to discussions in partners, small groups, whole class discussions, and sometimes independently.

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* Proper form and format for thesis essays
* Specific skills will be taught for researching, note-taking, outlining, critical literacy, citing sources, MLA format, plagiarism, and the writing traits.

**Unit 2- Multi-Genre Reading Comprehension**

* We will undertake a multi-genre unit for reading comprehension this year. This means that we will focus on a theme and understand it through the lens of a variety of genres. These genres include:
  + Shakespearean Play – *Romeo and Juliet*
  + Non-fiction articles ,Poems and Songs, Short Stories, Personal Essays, Film
* With particular reference to the Shakespearean play, we will focus on:
  + Reading, listening, and critical response to Shakespearean drama
  + Terms associated with Shakespeare’s writing – Iambic Pentameter, blank verse, couplet, aside, allusion, soliloquy, pun, dramatic irony
  + Review of Elizabethan context
  + Speaking/Dramatic activities

**Unit 3 - Poetry**

* Response and analysis of poems and songs
* Compare and contrast of authors’ works through a standard poetry analysis
* Reinforce poetic devices – alliteration, assonance, metaphor, hyperbole, etc.
* Writers workshop approach, which includes mini-lessons and quick writes

**Unit 4- Multi-Genre Writing Project**

* Students will choose one topic area to focus on, and will write about that topic in at least three different genres (narrative, poetry, persuasive, etc.)

**Continuous Unit**

* + You will enhance your close reading and response skills through “Article of the Week”. Students will be given a non-fiction news article or infographic every couple of weeks – you will do a close reading and complete a response to the article, which will be due on Friday of that week. This activity will help broaden your reading experience and give you more background knowledge and experience to bring to new texts.

**The course will be marked as follows:**

* Class work/ Speaking (participation, book talks, homework checks, etc.): 10%
* Assignments/Tests (Writer’s Notebook, projects, tests, quizzes, writing tasks): 60%
* Final Exam: 30%

**Important information regarding assignments and academic incentives:**

All assignments are due by 3:20 pm on the due date and must be handed in on paper (no emails or flash drives accepted). Students are responsible for printing assignments and class time will not be provided for this. 10% will be deducted for each day an assignment is late.

In order to be “in good standing” and achieve the academic incentive in this class, students must:

a) be passing the class

b)have missed five or less days in ALL classes

c) hand in all assignments no less than one week after the due date

d)behave in a manner that demonstrates respect for themselves, the teacher, and fellow students.

**Materials Needed:**

1 3 ring binder (can be shared with other classes)

1 Hard Covered Journal

Dictionary and Thesaurus (can be on a device)

Pens, pencils, highlighters

**Website:**

Please use my website to access homework, handouts, image galleries, and links related to the course. To get to the website, go to <http://mvhs.nbed.nb.ca>, then to “Teacher Pages”, and then click on my name.

**Twitter:**

Although the website is a useful tool, I think that Twitter might be a more logical communication tool for students. Parents and students can follow me on Twitter at @MrsCabel, where I will communicate information regarding homework and news from the classroom. I will be using this account solely for school related items.

**I look forward to working with all of you this year! Good luck!**

**~Mrs.Cabel**

**Writing 110**

**Mrs.Cabel 2015**

The purpose of Writing 110 is to give students of all abilities the opportunity to express themselves and enhance their writing skills. The structure of this course will be that of a writing workshop. Class will always begin with SSR, then a quick write or mini-lesson that relates to our current genre of study. Students will then work on their pieces as I circulate and conference with them individually. For the last few minutes of class, students will share their progress with a peer, small group, or the teacher.

Students will always be working through the writing process (prewriting, drafting, revising, proofreading, publishing) and they will be given choice within the genre. Students may also be working at different speeds, which makes this course a comfortable place for all students.

**Genres of Study:**

Snapshot Moment Narrative

Argument Poetry

Commentary Multi-Genre

Depending on the interests of students, genres of study may change. There may also be shorter writing pieces that will be required within the genres.

**Materials:**

It is essential that each student have a **hard cover** writers notebook for this class. Most of our work will be prepared in the notebook. A **three ring binder** will also be needed to house notes. Students may use pen or pencil to write drafts in class. However, if you are prone to using pens, you should bring pencils because we will often create visuals and storyboards during the prewriting stage.

**Marking:**

There is no exam in this elective course. Therefore, students are expected to work conscientiously throughout the semester both at school and at home.

**Classwork – 90%**

**Homework Checks – 10%**

All assignments are due by 3:20 pm on the due date and must be handed in on paper (no emails or flash drives accepted). Students are responsible for printing assignments and class time will not be provided for this. 10% will be deducted for each day an assignment is late. Please see me **before** the assignment is due to discuss extending the due date. In this class, I may see it appropriate to give extensions for sickness, family/personal issues, and a genuine interest in extending on the final product.

**Website and Twitter:**

Please use my website to access homework, handouts, image galleries, and links related to the course. To get to the website, go to <http://mvhs.nbed.nb.ca>, then to “Teacher Pages”, and then click on my name. Although the website is a useful tool, I think that Twitter might be a more logical communication tool for students. Parents and students can follow me on Twitter at @MrsCabel, where I will communicate information regarding homework and news from the classroom. I will be using this account solely for school related items.

**I am looking forward to journeying through the writing process with you this semester. ~Mrs. Cabel**

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| **Long Term Plan – English 10 – Semester 2 Krista Cabel 2015** | | | |
|  | **Reading** | | **Writing** |
| **January / February** | * Review of how to use writers notebooks * For the month of February all reading and writing classes will be dedicated to writing a thesis essay. * Mini-lessons: outlining, internet literacy, plagiarism, narrowing down a topic, essay note-taking, MLA format, audience and purpose, persuasion, thesis statement, researching, proper publication * **Independent Reading -** | | |
| **February / March** | **MULTI-GENRE UNIT**  Anchor Text: *Romeo and Juliet*   * Review of Elizabethan context – also marriage/wooing * Elements of drama/Shakespearean comedy * Critical response to text * Determining Importance – quotations * Iambic Pentameter * Characters Speak   Supplemental Texts:   * “Why teens are Such Impulsive Risk Takers” (No author,*Science* * *Daily*,2007) * “Why Your Brain Can’t Always Make Good Decisions” (Elizabeth * Landau,CNN.com,2009) * “Why Do We Make Bad Choices?” (Tom Scheve, TLC.com, no date) * “Six Wounded in Fla. ‘Romeo and Juliet’ Firefight” (No author, *Associated Press* via Fox News, 2005) * “Italian Tragedy Echoes Romeo and Juliet” (Richard Owen, *Times Online*, 2005) * “Teen Couple Executed by their Parents for Daring to Fall in Love” (Helen Rowe, *Sunday Mirror*, 2001) * “A Fatal Passion: Their Romance Denied, Two Teens Die Together” (Thomas Fields--‐Meyer, *People Magazine*, 1995) * “Lovesick Teens Leap to Death” (Helen Kennedy, *New York Daily News*, 1995) * “Afghanistan’s Romeo and Juliet: Teenage couple jailed and face being * Stoned for falling in Love” (Ted Thornhill, *Mail Online*, 2011)   POETRY:   * “The Convergence of the Twain” (Thomas Hardy) * “Too Dear, Too Vague” (W.H. Auden, March 1929) * “The Riddle” (W.H. Auden, June 1939)   Shakespearean Sonnets:   * Sonnet 4 * Sonnet 18 * Sonnet 29 * Sonnet 116   SONG LYRICS:   * “Figure 8” (Ellie Goulding, 2012) * “I Need Love” (L.L. Cool J) * “Romeo and Juliet in Bosnia” – Robert Herbert (editorial)   <http://query.nytimes.com/gst/fullpage.html?res=9901E1DA1539F93BA35756C0A962958260>   * “Romeo and Juliet in Sarajevo” CBS Evening News May 10, 1994 (FRONTLINE)   <http://www.pbs.org/wgbh/pages/frontline/programs/transcripts/1217.html>  FILMS:   * Franco Zeferreli’s *Romeo and Juliet* * Baz Luhrmann’s *Romeo + Juliet* * *Slumdog Millionaire* * *Romeo and Juliet in Sarajevo* | * Continue with quick writes * Writing Genre: Expository – Compare and Contrast (play and film scenes) * Descriptive writing (in response to literature) * Translating Shakespeare to modern language * Critical analysis of theme * Creative extensions * Group character webs/body biographies | |
| **April** | * Poetry – reflection and analysis of poetry and songs * Mini-lessons: poetry techniques and devices, styles of presentation (tableau, soundscape, storyboard, etc.), analysis * Poetry Alive Text | * Continue with quick writes * Writing Genre 1: Descriptive (Poetry) * Writing Genre 2: Expository (Poetry Analysis) * Mini-lessons: line breaks, tone, word choice, figurative language, incorporating devices, rhythm | |
| **May / June** | * Continue with quick writes * Writing Genre: Multi-Genre – students will choose a theme and write about it through three different genres | | |