Language Arts III Course Outline

Grade 10 Semester 1 (September 2011 – January 2012)

Mrs. Cabel

Welcome to Language Arts III! We will be covering the three strands of the English Curriculum in all sorts of creative ways. Please keep in mind the importance of your effort in this course, as it is a necessary credit for you to graduate. After you complete Language Arts III, you will enter Language Arts IV second semester.

In our **reading** program, you will engage in independent and shared reading, and will respond to your reading through journals, discussions, projects, mini-assignments, 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, especially with regards to the novel study. Our novel has a large number of chapters, and the expectation is that by grade ten, many of those chapters will be read independently at home in order to enhance the flow of the unit. You will not complete projects on SSR books, rather you will conference with me and 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. You must have a **hard cover writers notebook**, which will be used for quick writes, journaling, prewriting, and drafting. You may continue to use this notebook in Language Arts IV.

You will also have the opportunity to brush up on 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, and whole class discussions.

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**Unit 1- Writing Strategies (Narrative)**

This introductory unit will allow us to review some of the writing strategies that you have learned over the past few years (using the writing process, 6+1 Traits of Writing) in a writing workshop approach.

**Unit 2- Short Stories**

* Review of the reading comprehension strategies (connecting, questioning, predicting, inferring, determining importance, visualizing)
* Short story terms and characteristics
* If time, students will write their own piece of flash fiction.

**Unit 3- Novel Study: *To Kill a Mockingbird***

* Further exploration of reading and writing strategies as well as oral discussion
* Primary focus on response using quotation integration
* Context study – Civil Rights Movement and incorporation of Langston Hughes poetry
* Elements of a novel

**Unit 4- Short Non-Fiction**

* + Reinforce reading and writing strategies through the study of short non-fiction (news articles, op-ed, etc.), as well as in-depth analysis of the essay.

\*These units of study may not be completed in order. Also, students will be responsible for consistent quick writes and reading response. Additional read alouds and mini-lessons will be given if I note particular areas of struggle.

The course will be marked as follows:

**Classroom Work (projects, assignments,**

**writing tasks, tests, quizzes, etc.) 70%**

**Exam 30%**

**Materials Needed:**

1 3 ring binder

1 Hard Covered Journal

Dictionary and Thesaurus

Pens and Pencils

**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**](http://mvhs.nbed.nb.ca)**, then to “Teacher Pages”, and then click on my name.**

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

**~Mrs.Cabel**