**Language Arts 10 Course Outline**

**Semester 1 (September 2014 – January 2015)**

**Mrs. Cabel**

Welcome to Language Arts 10! We will be covering the three strands of the English Curriculum in all sorts of creative ways.

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 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 (Personal Essay)**

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. Through the use of mentor texts, you will learn some creative craft techniques for essay writing. This mini-unit will prepare you for the larger essay unit second semester.

**Unit 2- Short Stories**

* Review of the reading comprehension strategies (connecting, questioning, predicting, inferring, determining importance, visualizing)
* Short story terms and characteristics
* Reading as a writer, with particular reference to the writing of “suspense”
* If time, students will write their own piece of flash fiction.

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

* This will be a project-based unit that includes further exploration of reading and writing strategies as well as oral discussion and presentation skills.
* Primary focus on response using quotation integration
* Context study – Civil Rights Movement and the Great Depression

**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 on a Monday every three 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 and 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 2014**

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

Commentary

Poetry

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. I would also like for students to have plastic **page protectors** for their final pieces of writing. 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%**

**I am looking forward to journeying through the writing process with you this semester. Good luck!**

**~Mrs.Cabel**

**What is Writing 110 about, Mrs. Cabel?**

Well, it’s about *writing* obviously…but it might help you understand what we’ll be doing if I tell you a little of what I believe about teaching writing. I believe that writers need to choose their own topics, writers need to be given the tools and skills to express themselves on paper, and writers need to *read like writers*. I try to incorporate all three of these in our writing program.

**TOOLS AND SKILLS…**With each writing piece, we will travel through the writing process together (prewriting, drafting, revising, editing, publishing), and I will use mini-lessons to give you the tools to enhance your piece. These mini-lessons will focus on topics such as: choosing strong verbs, writing effective leads, creating suspense, using quotation marks, sentence structure, creating storyboards, etc.

I strongly feel that one of the most effective ways to teach writing is to actually *be* a writer. I have struggled with writing confidence issues in the past, but once I found my voice, there was no stopping me. Does that mean that I am a fantastic writer? Definitely not! But, I realized a few years ago that there is nobody better able to tell my stories than me. How could someone else possibly express *my* emotions, experiences, high points, embarrassing moments? I would have to do it….with *my* voice! The same is true for you – be confident in your voice and your stories.

I also came to another realization - if I’m writing alongside of you, I am better able to help you when you are struggling. I will always be working on whatever genre we are studying together so that my understandings of what writers need to work in that genre will be fresh and helpful. I will be going through the writing process with you, so I can show you my prewriting, drafting, incomplete thoughts and messes, so that I can help you with your own process. And I expect the same from you. That means that we have to have an honest classroom community, where everyone feels safe to share their drafts with me, with partners, small groups, and maybe even the whole class. I have always had this sense of community in my classrooms, and I don’t expect this year to be any different. You can also trust me to respect your wishes not to share a piece of writing with a partner or group if it is a topic very personal to you.

**CHOICE…** We will be doing many quick writes in class this semester. Part of the purpose of quick writes is to help you find topics you care about and are interested in pursuing in longer pieces of writing. Your writing has to be important to YOU! Perhaps you are really interested in mystery stories – well, you should write mystery stories. Or maybe you are like me, and prefer to write about experiences in your own life. Our purpose in this class is not to copy William Shakespeare or Jane Austen. Although they are fine writers, I would rather you find your *own* voice and tell stories that mean something to you. When you discover this, you will be amazed at how engaged you are in the writing process.

**READING LIKE A WRITER…** We will read to figure out what other authors are up to in their writing, and we will read to respond. We will look at mentor texts in our current genre of study, in order to collect ideas for our own writing. Noticing what is appealing about an author’s style, will help you to enhance your own writing. Also, writers often use a **writers notebook**, so we will learn to use one to record what we see around us**.** You never know when a good story or topic may pop into your head. Your notebook will quickly feel like “your own”.

So, what are we waiting for? Let’s write, let’s share, let’s put on our metaphorical rubber boots and stomp around in this mucky mess…together.

**What’s in a Writer’s Notebook?**

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**Stories, doodles from my life…**

To do lists

Notes to myself

Pieces that capture what I’m feeling at that moment ☺ ☹

Drawings: sometimes I feel that a picture will best describe my thoughts

Photographs, articles clipped from magazines

Questions

Quotations

Song lyrics

**“We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion.”**

Secrets – my inner most thoughts

Doodling & responses to quick writes

Scratch outs, cross outs, messy writing, notes in the margin of a page, sideways writing

Attempts at poetry, often with many drafts

Brainstorms

Graphic Organizers

Letters to my son

Drafts of writing pieces – narrative, snapshot moments, memoir

Movie and novel titles

Ideas for my classes

Where I want to go next in my life

Exhilarating experiences

Stories about memorable students

Books I’ve read and what I thought about them

Poems I love

Pieces centered on a relative or place of importance

Post-it note flags directing me to some of my favourite entries

Diary entries

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