

## English 30 Course Outline 19 - 20

Matthew Halton High School

Teacher: Mr. Clair Hockley

### Introduction and Overview of the Course

Welcome to English 30. The Course Objectives (General Curriculum Outcomes) require each student to listen, speak, read, write, view and represent to:

- explore thoughts, ideas, feelings and experiences.
- comprehend and respond personally and critically to oral, print and other media texts.
- manage ideas and information.
- enhance the clarity and artistry of communication.
- respect, support and collaborate with others.

### Texts:

Drama:

- The Shawshank Redemption
- Gran Torino

Shakespeare:

- Hamlet

Multi-genre: Classroom Texts and a variety of resources

Fiction - Selection from: (the highlighted ones are the ones we have selected)

- |  |  |
|--|--|
| <input type="checkbox"/> All Quiet on the Western Front                                  | <input type="checkbox"/> The Metamorphosis       |
| <input type="checkbox"/> The Ash Garden  | <input type="checkbox"/> The Mosquito Coast      |
| <input type="checkbox"/> The Bean Trees  | <input type="checkbox"/> Oryx and Crake          |
| <input type="checkbox"/> Crime and Punishment  | <input type="checkbox"/> The Outsider            |
| <input type="checkbox"/> Fahrenheit 451  | <input type="checkbox"/> Pilgrim at Tinker Creek |
| <input type="checkbox"/> A Farewell to Arms  | <input type="checkbox"/> Pride and Prejudice     |
| <input type="checkbox"/> The Grapes of Wrath   | <input type="checkbox"/> The Stone Angel         |
| <input type="checkbox"/> Great Expectations  | <input type="checkbox"/> The Stone Carvers       |
| <input type="checkbox"/> The Handmaid's Tale   | <input type="checkbox"/> Truth and Bright Water  |
| <input type="checkbox"/> The Hero's Walk   | <input type="checkbox"/> Tuesdays with Morrie    |
| <input type="checkbox"/> Into the Wild   | <input type="checkbox"/> The Wars                |
| <input type="checkbox"/> Into Thin Air: A Personal Account of the Mount Everest Disaster | <input type="checkbox"/> Wild Geese              |
| <input type="checkbox"/> Medicine River  | <input type="checkbox"/> Windflower              |
|  | <input type="checkbox"/> Wuthering Heights       |

Nonfiction: Night by Elie Wiesel

Poetry: Classroom Texts and a variety of resources

We will also encounter various aspects of media including newspapers, magazines, movies, music and other sources of material for the above genres, some of which we may access off campus but within walking distance (i.e. Public Library). Notifications of such off-campus ventures will be sent via email prior to departure.

## **Controversial Issues**

It is an expectation that students will become familiar with societal issues often broached in literature. Sometimes students may be asked to take and defend a position on an issue present in the textual material in the course of study. If issues challenge religious or personal convictions, students are asked to meet with the teacher to discuss the possibility of alternative topics and/or selected material and/or assessment. Parents please note: It is always the goal to ask students to think critically; it is never the intention of the teacher to convince students to choose a particular perspective, and efforts will be made to provide a balanced approach when applicable. If parents have any concerns, please contact me directly.

## **Course Expectations for English Students:**

1. Consider: What are we learning? What is my role as a learner? What about us as a community.
2. In all things, respect.
3. Be ready for class. This means each student should be on time, have the appropriate materials ready and be prepared to work.
4. Students must assume some responsibility for their own education. That means handouts must be obtained from the teacher, get notes for missed work and be prepared for examinations.
5. Submit work on time.
6. Neatness is always a factor. Work must be assessable.
7. If you are experiencing any problems in or with the class, please communicate that with your teacher as soon as possible.
8. Students are expected to work diligently, participate in class and attend all classes.

NB: Cell phone use – there is a box at the back of the classroom for student phones. If one is tempted to use his / her phone inappropriately, it should be placed there (the teacher will help anyone make that decision if necessary).

## **Grading**

This Grade 12 English course approaches the Alberta curriculum outcomes, generally, in five different ways. There are overlaps between some of the components for many of the outcomes, but the outcomes get approached from a different point of view. For example, the writing in poetry differs from writing in an essay and differs again in writing fiction. Even though there are some overlaps for many of the curricular outcomes, some of the outcomes are quite specifically addressed in specific course components. The course weightings reflect the emphasis placed on the curricular outcomes in the English Program of Studies.

The first report card mark will be comprised of marks earned to that point; the final report card will reflect the summative assessments of the entire course and all the outcomes.

Evaluation: All assignments are evaluated on the stated objectives (written or oral) and with the rubric developed for the outcomes being assessed.

This course outline may be altered to meet the needs of the students. However, students and the school administration will be consulted before any changes occur.

<b>Components and Timeline: Course Components</b>	<b>Weighting</b>	<b>Proposed Time and Sequencing</b>	
Component 1. The General Outcomes through the studying of Writing	Each component is weighted equally, 1/6 <sup>th</sup> of the course or 17%	Grammar, Writing Mechanics, Sentences, Paragraphs, and Mechanics are included throughout.  A variety of formats of writing are taught and assessed.  This section occurs within and concurrently with other course sections.	
Component 2. The General Outcomes through the study of Literature in: a) Fiction and Nonfiction Study b) Short Story Study	Each component is weighted equally, 1/3 <sup>th</sup> of the course or 34%	Short Story (2 – 3 weeks)	#1
		Fiction (3 – 4 weeks)	#3
		Nonfiction (2 - 3 weeks)	#5
Component 3. The General Outcomes through the study of Drama: a) Modern Drama, and b) Shakespearean Drama	Each component is weighted equally, 1/6 <sup>th</sup> of the course or 17%	Shakespearean Drama (3 – 4 weeks)	#2
		Modern Drama (2 – 3 weeks)	#4
Component 4. The General Outcomes through the study of Poetry	Each component is weighted equally, 1/6 <sup>th</sup> of the course or 17%	Poetry (2 – 3 weeks)	#6
Component 5. The General Outcomes through the study of Film and Visual Media Literacy	Each component is weighted equally, 1/6 <sup>th</sup> of the course or 17%	Film*  Visual Media Literacy*	
Final Diploma Exam	30%	(30% of the high school transcript mark is derived from the diploma exams Part A and B, 70% is from the school based mark)	

\* These sections of the curriculum may occur as components within another section.

This long range plan may be altered to meet the needs of the students and / or available resources. However, students and the school administration will be consulted before any changes occur.

The following information taken from the Alberta Education website provides an overview of the High School English Program of Studies:

**PROGRAM OUTLINE**

**General Outcome 1**

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

- 1.1 Discover possibilities
  - 1.1.1 Form tentative understandings, interpretations and positions
  - 1.1.2 Experiment with language, image and structure
- 1.2 Extend awareness
  - 1.2.1 Consider new perspectives
  - 1.2.2 Express preferences, and expand interests
  - 1.2.3 Set personal goals for language growth

**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.

- 2.1 Construct meaning from text and context
  - 2.1.1 Discern and analyze context
  - 2.1.2 Understand and interpret content
  - 2.1.3 Engage prior knowledge
  - 2.1.4 Use reference strategies and reference technologies
- 2.2 Understand and appreciate textual forms, elements and techniques
  - 2.2.1 Relate form, structure and medium to purpose, audience and content
  - 2.2.2 Relate elements, devices and techniques to created effects
- 2.3 Respond to a variety of print and nonprint texts
  - 2.3.1 Connect self, text, culture and milieu
  - 2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
  - 2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

**General Outcome 3**

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

- 3.1 Determine inquiry or research requirements
  - 3.1.1 Focus on purpose and presentation form
  - 3.1.2 Plan inquiry or research, and identify information needs and sources
- 3.2 Follow a plan of inquiry
  - 3.2.1 Select, record and organize information
  - 3.2.2 Evaluate sources, and assess information
  - 3.2.3 Form generalizations and conclusions
  - 3.2.4 Review inquiry or research process and findings

**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.

- 4.1 Develop and present a variety of print and nonprint texts
  - 4.1.1 Assess text creation context
  - 4.1.2 Consider and address form, structure and medium
  - 4.1.3 Develop content
  - 4.1.4 Use production, publication and presentation strategies and technologies consistent with context
- 4.2 Improve thoughtfulness, effectiveness and correctness of communication
  - 4.2.1 Enhance thought and understanding and support and detail
  - 4.2.2 Enhance organization
  - 4.2.3 Consider and address matters of choice
  - 4.2.4 Edit text for matters of correctness

**General Outcome 5**

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

- 5.1 Respect others and strengthen community
  - 5.1.1 Use language and image to show respect and consideration
  - 5.1.2 Appreciate diversity of expression, opinion and perspective
  - 5.1.3 Recognize accomplishments and events
- 5.2 Work within a group
  - 5.2.1 Cooperate with others, and contribute to group processes
  - 5.2.2 Understand and evaluate group processes

**STUDENTS WILL STUDY ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS**

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
EXTENDED TEXTS	Novel	1 of the 2 Required	Required	1 of the 2 Required	1 of the 2 Required	Required	1 of the 2 Required
	Book-length Nonfiction	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
	Feature Film	Required	Required	1 of the 2 Required	Required	Required	Required
	Modern Play	Encouraged	Encouraged	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
	Shakespearean Play	1 of the 2 Required	Required	Required	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
SHORTER TEXTS	Poetry (including song)	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Short Story	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Visual and Multimedia Text*	Required	Required	Required	Required	Required	Required
	Essay	Required	A Variety Required	A Variety Required	Encouraged	Encouraged	Required
	Popular Nonfiction**	Encouraged	Encouraged	Required	Required	A Variety Required	A Variety Required

\* Visual and Multimedia Text includes short films, video clips and photographs.  
 \*\* Popular Nonfiction includes news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing.

**STUDENTS WILL CREATE A VARIETY OF RESPONSES . . .**

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
PERSONAL RESPONSE	• to texts	Emphasis Required	Emphasis Required	Emphasis Required	Required	Required	Required
	• to contexts	Required	Required	Required	Emphasis Required	Emphasis Required	Emphasis Required
CRITICAL/ANALYTICAL RESPONSE	• to literary texts	Required	Emphasis Required	Emphasis Required	Encouraged	Required	Required
	• to other print and nonprint texts	Encouraged	Required	Required	Required	Emphasis Required	Emphasis Required
	• to contexts	Required	Required	Required	Required	Required	Required

**. . . USING A VARIETY OF PRINT AND NONPRINT FORMS**

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
PROSE	Narrative Forms (Factual and Fictional)	Required	Required	Required	Required	Required	Required
	Informative and Persuasive Forms*	Required	Emphasis Required	Emphasis Required	Required (including reports)	Emphasis Required (including proposals)	Emphasis Required
POETRY		Required	Encouraged	Encouraged	Required	Encouraged	Encouraged
SCRIPT		Encouraged	Required	Encouraged	Encouraged	Required	Encouraged
ORAL/VISUAL/MULTIMEDIA PRESENTATION**		Required	Required	Required	Required	Required	Required

\* Informative and Persuasive Forms include essays, commentaries, articles and reviews.  
 \*\* Oral/Visual/Multimedia Presentation includes readers' theatre, demonstrations and prepared speech.