**Language Arts 10 Course Outline**

**September 2020**

**Ms. Matchett**

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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**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.

**Writing Strategies**

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.

**Novel Study**

* 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

**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 chosen 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 evaluated as follows:**

* Speaking and Listening 30%
* Writing and Representing 30%
* Reading and Viewing 40%

**There will be two major evaluations for the year: January exam and an end of year multi-genre project.**

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

All assignments are due by 3:25 pm on the due date. 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. No late assignments are accepted after a 2 week period.

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

 Novel for Independent Reading

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 www.bonarlaw.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!**

**~Ms. Matchett**