

# ENGLISH 10

Ms. Boudreau

mboudreau@hrsbc.ca  
Dartmouth High School  
902.464.2457 x4001010  
Room 232  
hrsbstaff.ednet.ns.ca/mboudreau1

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ENABLING AND ENCOURAGING STUDENTS TO BECOME REFLECTIVE AND ARTICULATE LITERATE INDIVIDUALS

## COURSE DESCRIPTION

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English 10 is a course designed to help students use language successfully for learning and communicating in person and public contexts. It should help you to develop language fluency not only in the school setting but in the wider world as well.

## ASSESSMENT & EVALUATION

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Exam—20%  
Speaking and Listening—25%  
Reading and Viewing—25%  
Writing and Representing—30%  
Total—100%

## TOPICS TO BE COVERED

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Short Stories	Non Fiction
Class Novel	Journaling
Shakespeare	Literature Circles
Poetry	Memoir Writing
Novel Study	And more!

## CLASSROOM EXPECTATIONS

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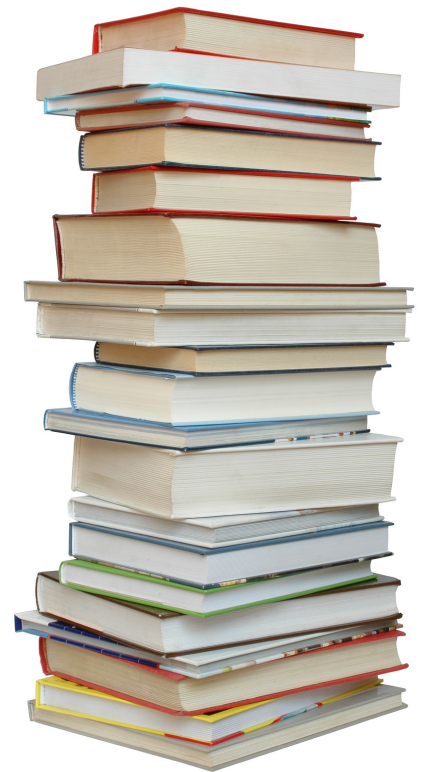
It is expected that you will, on a regular basis:

- Participate in classroom activities
- Complete assigned work, including homework, on time
- Respect other class members, books and equipment

## MORE INFORMATION

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More detailed information regarding classroom policies, school rules and procedure, curriculum content, and other relevant course information can be found on my website.



# A FEW SIMPLE RULES

“...common sense isn’t always so common”

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Though many of these rules may seem common and straight forward, it is important that you follow them on a daily basis.

Cell Phones — They can be used *only* if for classroom purposes with my permission. Feel free to use them during appropriate times to help you with your work.

Be on time—If I can make it to class on time, so can you. Class will start immediately at the bell so it is important that you are ready to work when class begins.

If you miss a day it is *your responsibility* to find out what you missed and to make up the work upon your return. You are responsible for work missed.

You are encouraged to drink water at any time. However, please leave other food and drinks outside of the classroom.

Complete assignments on time. Late work will only be accepted if an alternate due date is negotiated with me **prior** to the due date, as per HRSB policy.

Respect your peers, the books, classroom equipment, and mostly yourself. This should be a safe, fun environment for everyone. Please help keep it that way.

Listening to music via headphones will only be permitted at specific times. Please do not use your headphones without permission from me first.

Lastly, do your best and have fun. Yes, this is a rule. Effort and attendance are the key to passing this course. Attend, participate, and enjoy!

# SILENT READING

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Every day, English 10 starts with 20 minutes of silent reading. Students are responsible for coming prepared with something to read each day. Preferably it would be their independent novel but all types of reading material are acceptable. Newspapers do not count.

# ASSESSMENT & EVALUATION

## Marking Scheme for English 10

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The majority of assignments will be completed in class and passed in. There will also some assignments that will be completed electronically, or presented orally. I do my best to create a variety of assessments to help students with various strengths. Most assignments will be individual but there will be some group work.

Marks can be accessed in real-time on Power School. Please make sure you check this regularly to keep up to date on your own progress.

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<b>SPEAKING AND LISTENING</b>	25%
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Presentations, Speeches, Discussion Groups

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<b>READING AND VIEWING</b>	25%
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Independent Reading, Research, Testing, Poetry, Media

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<b>WRITING AND REPRESENTING</b>	30%
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Essays, Journals, Creative Writing, Portfolios, In-Class Work

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<b>FINAL EXAM</b>	20%
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Board-wide final assessment

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<b>TOTAL</b>	100%
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## EXTRA HELP

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At first, extra help will not be held on a specific day but will be available at any time upon request from a student. Please come see me or send me an email if you need help with an assignment, need more time (before the due date, please), or just need to talk. I am available most days at lunch and after school.

# CURRICULUM INFORMATION

## General and Specific Curriculum Outcomes for English 10

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**CCO 1** Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- 1.1 Examine the ideas of others in discussion to clarify and extend their own understanding
- 1.2 Construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed
- 1.3 Present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions
- 1.4 Listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas

**CCO 2** - Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

- 2.1 Participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech
- 2.2 Recognize that communication involves an exchange of ideas (experiences, information, views) and an awareness of the connections between the speaker and the listener; use this awareness to adapt the message, language, and delivery to the context
- 2.3 Give precise instructions, follow directions accurately, and respond thoughtfully to complex questions
- 2.4 Recognize that oral communication involves physical qualities and language choices depending on situation, audience, and purpose

**CCO 3** - Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- 3.1 Demonstrate active listening and respect for the needs, rights, and feelings of others - analyse the positions of others
- 3.2 Demonstrate an awareness of the power of spoken language by articulating how spoken language influences and manipulates, and reveals ideas, values, and attitudes
- 3.3 Demonstrate an awareness of varieties of language and communication styles - recognize the social contexts of different speech events

**CCO 4** - Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- 4.1 Read a wide variety of print texts which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century Canadian and world writing
- 4.2 View a wide variety of media and visual texts, such as broadcast, journalism, film, television, advertising, CD-ROM, Internet, music videos
- 4.3 Seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analysing, inferring, predicting, synthesizing, and evaluating
- 4.4 Use specific strategies to clear up confusing parts of a text (e.g., reread/review the text, consult another source, and ask for help) and adjust reading and viewing rate (e.g., skimming, scanning, and reading/viewing for detail) according to purpose
- 4.5 Demonstrate an understanding of impact literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text

## CURRICULUM CONTINUED...

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**CCO 5** - Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

5.1 Research, in systematic ways, specific information from a variety of sources

5.2 Select appropriate information to meet the requirements of a learning task • analyze and evaluate the chosen information • integrate chosen information, in a way that effectively meets the requirements of a learning task and/or solves personally defined problems

**CCO 6** - Students will be expected to respond personally to a range of texts.

6.1 Articulate personal responses to text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence

6.2 Respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending

6.3 Make thematic connections among print texts, public discourse, and media

6.4 Demonstrate a willingness to consider more than one interpretation of text

**CCO 7** - Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

7.1 Examine the different aspects of texts (language, style, etc.) that contribute to meaning and effect

7.2 Make inferences, draw conclusions, and make supported responses to content, form, and structure

7.3 Explore the relationships among language, topic, genre, purpose, context, and audience

7.4 Recognize the use and impact of specific literary and media devices (e.g., figurative language, dialogue)

7.5 Discuss the language, ideas, and other significant characteristics of a variety of texts and genres

7.6 Respond critically to a variety of print and media texts

7.7 Demonstrate awareness that texts reveal and produce ideologies, identities, and positions

7.8 Evaluate ways in which genders, various cultures and socio-economic groups are portrayed in media texts

**CCO 8** - Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.

8.1 Use writing and other ways of representing to - extend ideas and experiences - reflect on their feelings, values, and attitudes - describe and evaluate their learning processes and strategies

8.2 Use note-making, illustrations, and other ways of representing to reconstruct knowledge

8.3 Choose language that creates interesting and imaginative effects

**CCO 9** - Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

9.1 Demonstrate skills in constructing a range of texts for a variety of audiences and purposes

9.2 Create an organizing structure appropriate to the purpose, audience, and context of texts - select appropriate form, style, and content for specific audiences and purposes - use a range of appropriate strategies to engage the reader/viewer

9.3 Analyse and reflect on others' responses to their writing and audiovisual productions and consider those responses in creating new pieces

**CCO 10** - Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

10.1 Demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose

10.2 Consistently use the conventions of written language in final products

10.3 Experiment with the use of technology in communicating for a range of purposes

10.4 Demonstrate commitment to crafting pieces of writing and other representations

10.5 Use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g., graphs, illustrations, tables)