



# **ENGLISH 20-1: COURSE OUTLINE**



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| <b>TEACHER:</b>             | Mr. T. Bonner                         |
| <b>CLASS:</b>               | ela2105e                              |
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| <b>TEACHER:</b>             | Mr. N. Crosby  |
| <b>CLASS:</b>               | ela2105d   |
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**COURSE DESCRIPTION:**

English Language Arts 20-1 is the second course in the academic program, leading directly to English Language Arts 30-1. Students enrolling in this course are expected to possess sound reading and writing ability as well as a genuine interest in literature and the communication process.

**COURSE OBJECTIVES:**

- To develop an ability to communicate with increasing maturity, logic, and clarity in both written and verbal forms.
- To increase the ability to listen, speak, view, read, write, and represent in a logical, coherent, and clearly defined manner.
- To relate literary (*and other mediums*) to own personal experience and to broaden knowledge of own cultural heritage through the enjoyment of literature; to respond personally to a variety of texts.
- To develop the ability to make informed critical responses to literature (*and other mediums*) through understanding and appreciation of form, structure, and style.
- To use writing and other forms of representation to: explore, clarify, and reflect on thoughts, feelings, experiences, and learning; to use imagination.
- To create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

**LEARNING OUTCOMES:**

The ELA 20-1 program is based on the *Alberta Program of Studies*. Units will center on a *Thematic Understanding* and skills will be taught through a variety of activities and resources. The time designated to any one unit may vary, depending on the number and type of skills and activities to be integrated. However, in any one unit, the six essential strands (*reading, writing, speaking, listening, viewing, and representing*) of the Language Arts curriculum will be practiced. Every attempt will be made to teach concepts in an integrated fashion so that their interrelationship will be understood and applied by students.

**GUIDING THEMATIC UNDERSTANDING FOR ENGLISH 20-1: CHOICES AND INFLUENCES**

# ENGLISH 20-1: CHOOSE YOUR OWN ADVENTURE



*“Would you tell me, please, which way I ought to go from here?”  
That depends a good deal on where you want to get to” (Lewis Carroll).*

So often in education you are told where you get to go, what you have to read, and how you are going to proceed. This term, you will be given the same choice as the narrator in a poem by Robert Frost; your roads will diverge and you will be given the opportunity to (as much as possible) choose which one to travel by. We hope you enjoy the opportunity to select your own unique journey through the content of ELA 20-1.

## UNIT 1: THE POWER OF PERCEPTION

15 DAYS

- DATES: February 1, 2016–February 26, 2016
- GENRE(S): Film / Short Story
- ASSESSMENTS:
  - **FEBRUARY 22, 2016:** Micro-Critical / Analytical Response to Literary Text + visuals
  - **FEBRUARY 26, 2016:** Personal Response to Text #1–Creative Response
  - **TBD:** Annotations
- COMMON TEXTS: “Born Bad” by Jeffery Deaver; “He-y, Come on Ou-t” by Shinichi Hoshi; “Strings” by Jay Raven; “They’re Made Out of Meat” by Terry Bisson

### OPTION A

- FILM: The Dark Knight (2008) by Christopher Nolan
- SHORT STORIES: “Pride and Prometheus” by John Kessel; “The Warrior” by Jim Butcher

### OPTION B

- FILM: The Matrix (1999); 2081 (2009)
- SHORT STORIES: “Unaccompanied Sonata” by Orson Scott Card

## UNIT 2: THE RESPONSIBILITY FOR SELF

14 DAYS

- DATES: February 29, 2016–March 18, 2016
- GENRE(S): Film / Non-Fiction / Poetry
- ASSESSMENTS:
  - **MARCH 18, 2016:** Personal Response to Text #2–CPU
  - **MARCH 18, 2016:** Sociogram / Illustrated Dialectical Journal
  - **TBD:** Annotations & End-Commentaries

### OPTION A

- FILM: The Fountain (2006) by Darren Aronofsky
- NON-FICTION: “The Existential Moment,” World Religions
- POETRY: “Incident in a Rose Garden” by Donald Justice; “Seven Ages of Man” by William Shakespeare

### OPTION B

- FILM: Big Fish (2003) by Tim Burton
- NON-FICTION: “Shooting an Elephant” by George Orwell
- POETRY: TBD

## UNIT 3: THE BALANCE OF OPPOSITES

21 DAYS

- DATES: March 21, 2016–April 27, 2016
- GENRE(S): Novel / Short Story
- ASSESSMENTS:
  - APRIL 8, 2016: Personal Response to Text—*Mid-Term*
  - APRIL 21, 2016: Unit Exam #1 (novel)
  - APRIL 22, 2016: Independent Novel Assignment
  - APRIL 27, 2016: Critical / Analytical Response to Literary Text #1
- COMMON TEXTS: “The Glass Roses” by Alden Nowlan (essay exemplars); “A Perfect Day for Bananafish” by J. D. Salinger

## OPTION A

- IN-CLASS NOVEL: Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louise Stevenson
- SHORT STORIES: “Sherlock Holmes: The Final Problem” by Sir. Arthur Conan Doyle

## OPTION B

- IN-CLASS NOVEL: Lord of the Flies by William Golding

## OPTION A

- INDEPENDENT NOVEL: The Cellist of Sarajevo by Stephen Galloway

## OPTION B

- INDEPENDENT NOVEL: Night by Elie Wiesel

## UNIT 4A: THE CONSEQUENCES OF OUR ETHICS AND MORALITY

11 DAYS

- DATES: April 28, 2016–May 13, 2016
- GENRE(S): Modern Drama
- ASSESSMENTS:
  - MAY 13, 2016: Critical / Analytical Response to Literary Text #2

## OPTION A

- MODERN DRAMA: The Glass Menagerie by Tennessee Williams

## OPTION B

- MODERN DRAMA: The Crucible by Arthur Miller

## UNIT 4B: THE CONSEQUENCES OF OUR ETHICS AND MORALITY

15 DAYS

- DATES: May 16–June 7, 2016
- GENRE(S): Shakespearean Drama
- ASSESSMENTS:
  - JUNE 6, 2016: Socratic Seminar/Debate
  - JUNE 7, 2016: Unit Exam #2 (Shakespeare)

## OPTION A

- SHAKESPEAREAN DRAMA: A Midsummer Night’s Dream

## OPTION B

- SHAKESPEAREAN DRAMA: Macbeth

## FINAL EXAM PREPARATION

4 DAYS + 1 REVIEW DAY

- DATES: June 8, 2016–June 14, 2016
- ASSESSMENTS:
  - JUNE 8, 2016: Thematic / Text-Inspired Poetry Collection
  - JUNE 10, 2016: Year-End Project (Visual)
  - JUNE 13, 2016: Year-End Project (Speech)

## ASSESSMENT AND EVALUATION:

The relative weighting of assignments may vary within units, however, the value of each category remains the same:

**Course Work** = 70%  
**Final Exam** = 30%

- Critical / Analytical Response **20%**
- Personal Response to Text **15%**
- Skills & Content **15%**
- Listening and Speaking **10%**
- Viewing and Representing **10%**



## BEHAVIORAL EXPECTATIONS:

- We expect that you will attend class every day, prepared to work, with a writing utensil, an organized binder, and any other supplies or textbooks that are being used for the unit being studied.
- We expect that cell phones will be turned off before you enter the classroom; phones that are being used during class or that ring, chime, vibrate, etc. will be confiscated until the end of the lesson. Repeat offenders will receive further disciplinary action at the teacher / administrator level.
- We expect that any food or drink consumed in class is healthy and does not disturb others (*smell, noises, or messes*). The moment eating / drinking becomes detrimental to learning—and / or it is found to be disposed of inside the desks—is the moment it becomes unacceptable.
- We expect that you will treat your teacher and fellow classmates with respect. Everyone has a right to be heard and to learn in a secure environment.
- We expect that you will treat the property of the school and the property of others in a proper manner.
- We expect you to always do your best. This means that you will participate in all activities involved in this class, including listening and viewing activities, and you must hand assignments in, on time and complete. We **expect** you to do well—and we **know** that you will.

ATTENDANCE:

- Attendance is taken daily and SynerVoice—an interactive communication tool that delivers daily attendance and occasional school-wide messages to parents—is in operation at FCHS / AHSFA.
- **IT IS THE STUDENT’S RESPONSIBILITY TO DETERMINE WHETHER ANY EVALUATIVE ACTIVITY HAS BEEN MISSED.**
- If a student is **excusably** absent from class on days during which an assignment, quiz, examination or other evaluation activity occurs, the student shall be given the opportunity to make up the missed work through either the original or replacement work if the following conditions are met:
  - o If a student is absent, a parent must call the school to indicate the reason for the absence.
  - o In the case of a missed test, the student must provide a note from home explaining the absence and a plan should be put into place to ensure the learning objectives are met.
  - o An alternative learning session may be required in order to make up any missed work.

LATES:

- I expect that you will arrive to class on time (*after the bell the door is closed and locked*).
- If you are late for any reason, you will knock on the door and wait outside until it is convenient for me to allow you to enter.
- Repeat lates will result in disciplinary action.

**ACADEMIC EXPECTATIONS:**EARNED ZERO POLICY:

- Students who demonstrate our core values of *Courage, Commitment, and Integrity* recognize that even though they may not be present at school on the day an assignment is due, the assignment is still expected and typically turn in their work prior to the absence, send it day-of via e-mail, or drop off through a friend / parent. At a minimum, if absent on the *Due Date*, it is expected that the assignment is turned in the day you return to school.
- If absent when the assignment is given, you are still responsible for the *Due Date*—unless away for an extended time, then an extension may be given.
- A note about the terminology of *Due Dates* and *Deadlines*:
  - o **Due Date**—refers to the day the assignment is due.
  - o **Deadline**—refers to the final date the assignment will be accepted—see below for explanation. For minor (m) assignments, the *Deadline* is one week past the *Due Date*. For major (M) assignments, it is two weeks past the *Due Date*.
- The following assignment policy will apply to the class:
  - o **Assignments submitted on the Due Date**—will be marked in as timely a fashion as possible (*typically 2 weeks or less, depending on the size / type of assignment*). These assignments will be given a rubric, and formative feedback.
  - o **Assignments submitted within Due Date / Deadline**—will be marked, time permitting, as other assignments allow. Students will receive a rubric but may not receive formative feedback.
  - o **Assignments submitted after Deadline**—will be awarded a zero. By this point most students have received their work back and thus the opportunity for *Academic Dishonesty* is greater. Assignment / curricular objectives may be demonstrated using an alternative assignment. These make-up sessions will be held once a month (*typically on the first Friday*).

DISCIPLINE CYCLE:

- If a student disrupts learning in the classroom or fails to adhere to school and/or classroom policies, s/he will be verbally warned.
- If the behavior continues s/he will be asked to stay after class or return for an informal break / lunch / after school detention to discuss his / her behavior.
- If the behavior continues, then parents / guardians will be contacted and a formal, after school detention will be set up.
- If the student continues to disrupt learning in the classroom, or fails to attend detention, parents and administration will be contacted to discuss further disciplinary action.

ACADEMIC DISHONESTY (CHEATING):

- Providing or using unauthorized assistance, such as:
  - o Copying another's work (*including plagiarism*) or resending another's ideas as your own
  - o Taking notes/aids into a test situation or telling others what is on a test
- Will result in the student(s) being asked to complete an alternative assignment (under strict supervision) and a referral to administration.

PROTOCOL FOR CHALLENGING ASSESSMENT (FCHS / AHSFA ENGLISH DEPARTMENT POLICY):

- If a student receives an assignment back and has concerns with its assessment, they are asked to take 24 hours to process before consulting with teacher.
- After reflecting, student is asked to make an appointment with teacher, at a mutually agreeable time, to discuss their concerns. These must be in writing in order to facilitate the conversation.
- During first meeting, student and teacher discuss the assessment of the assignment and its correlation with the rubric / expectations.
- If the student still has concerns, as a result of the first meeting, the process repeats but now a parent may be brought to the second meeting.

**LIFE IN THE 21<sup>ST</sup> CENTURY CLASSROOM:**THIS MORTAL COIL

- Check out [thismortalcoil.weebly.com](http://thismortalcoil.weebly.com), my website, for class notes, handouts, and resources—including access to the feature films studied in class (through free resource like Learn360).

ONENOTE CLASSROOM

- In moving to a flipped classroom model, one of the pieces of technology that we will be using rather extensively is OneNote Classroom. We ask that you familiarize yourself with this product ASAP.
- Go to <https://login.microsoftonline.com/> and sign in using your school. This should be your first and last name in the following format: [first.last@fsd38.ab.ca](mailto:first.last@fsd38.ab.ca)—**DO NOT USE @gm.**
- You will get redirected to a new page where you will be asked to enter your password; do so and then you are ready to get started. More details will follow.

LUNCH TIME & THE CRITICAL / ANALYTICAL RESPONSE TO LITERARY TEXT

- As we no longer have the 2-hour *Tutorial* block to facilitate the writing of larger pieces, some assignments will be schedule backing on to a lunch period to facilitate the lost time.
- Please note that CARTLTs and PRTs in English are like Unit Exams in Science and Math. They are administered under exam conditions to ensure consistency and accuracy of assessment.
- It is a students’ responsibility to note the dates of these assessments and arrive promptly during the lunch hour to start (or stay late into the lunch hour to finish).

MAPLEWOOD:

- Maplewood provides information about your grades and attendance. It can be accessed by following the links on the school’s webpage (<http://fchs.fsd38.ab.ca/>). Please contact either your *Leadership* teacher or Mary Butler (403-938-6116) for help with accessing these services.



**PARENT / STUDENT SIGNATURE:**

*Signing below indicates that you have read, understood and completed the contents of this outline. If you have any questions please feel free to contact us (bonnerf@fsd38.ab.ca or crosbyn@fsd38.ab.ca).*

- I understand the English Dept. policies on *Earned Zeroes* and *Protocol for Challenging Assessment*.
- I have recorded on my calendar / phone app the dates of my *Critical Analytical Response to Literary Text* and understand that my “extra time” (to meet the 2-hour time limit) will be provided during the lunch hour on those days.

\_\_\_\_\_   
 Student Name

\_\_\_\_\_   
 Student Signature

\_\_\_\_\_   
 Date

\_\_\_\_\_   
 Parent Name

\_\_\_\_\_   
 Parent Signature

\_\_\_\_\_   
 Date

*Please return to Mr. Bonner / Mr. Crosby by \_\_\_\_\_*