**Ms Bonardelli** mbonardelli@deltalearns.ca

**ENGLISH 10** Literary Studies & Composition

English 10 is a course that focuses on analyzing, evaluating and appreciating literacy, information, and visual texts; using proper conventions of language and elements of style. This course will allow us to engage with various texts in a critical, creative and articulate manner. We will develop our written communication by engaging individually and collaboratively with a variety of styles of texts. We will consider how:

* the exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world
* people understand text differently on their worldviews and perspectives
* texts are socially, culturally, geographically and historically constructed
* language shapes ideas and influences others
* questioning what we hear, read, and view contributes to our ability to be engaged citizens
* engagement with writing processes can support creativity and enhance clarity of expression
* digital citizens have rights and responsibilities in an increasingly globalized society

**Units of Study**

1. Novel Study (*To Kill a Mockingbird* by Harper Lee)
2. Drama (*12 Angry Men*by Reginald Roseand *Romeo & Juliet* by William Shakespeare)
3. Poetry
4. Short Stories
5. New Media

**Class Expectations & Protocols**

* Everyone has a right to learn, and I have a right to teach, so be respectful of your peers, teacher, and learning environment.
* English 10 is an ideas-driven course, as such it requires your active participation and curiosity in order to be successful.
* I will not simply “teach” and expect you to “learn”. We are all learners and we will work as a community of learners.
* No mobile phones (or any device with headphones) in class, unless instructed otherwise.
* Plagiarism and cheating is unacceptable. If you can google it, I can google it. Enough said.
* Due windows (as opposed to due dates) will be used. Meaning you will be given a window of 3-5 days to submit your assignments. These are opportunities for you to take ownership of your learning, manage your workload, and be accountable.
* We will be using Google Docs and Google Classroom to submit most assignments. As such you will need to have a DeltaLearns or Google account to submit these assignments.

**Flex Time**

Flex Time is a great opportunity for you to complete assignments, get support and conference with me, collaborate on group work, and reduce homework. Flex Time will be structured in my classroom as follows:

* **Monday/Friday** reading and independent learning (a quieter learning environment)
* **Tuesday/Thursday** writing and collaborative learning (a louder learning environment)

**Resources to help you be successful**

Please do not hesitate to contact me via email at **mbonardelli@deltalearns.ca** should you have any questions, concerns, or want additional support. I will be available during Flex Time for one-on-one and small group instruction. My website [**https://mbonardelli.weebly.com**](https://mbonardelli.weebly.com/)has the links to Google Classroom and will be used as needed.

**Assessment**

There will be a variety of formative and summative assessment techniques used to support and evaluate your learning. You will participate in self- and peer-assessment and receive individual feedback that moves your learning forward. In our classroom, I will support you to develop as a self-directed, reflective learner. As such you will not receive marks on most assignments, which means that you will only receive a numeric score on your summative (solo) assessments and report cards. Feedback on your work is the most important thing so that you know how to improve and resubmit work in order to best show your understandings and learning. In case you’re wondering…a lack of marks does not mean a lack of rigour\*.

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| Exemplary | * Outstanding and excellent work; exceeds all requirements
* The student consistently goes beyond what they are asked to do
* Regularly demonstrates a clear understanding of the content and offers meaningful analysis
* Comfortable sharing ideas in written, verbal or visual form
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| Proficient | * Competent and skilled work; meets all requirements
* The student has accomplished what they are asked to do
* Usually demonstrates a strong understanding of content and offers thoughtful analysis
* Fairly comfortable sharing ideas in written, verbal or visual form
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| Developing | * Progressing, and sometimes competent work; generally meets requirements
* The student has usually accomplished what they are asked to do
* Sometimes demonstrates an understanding of the content and offers good analysis
* At times, is comfortable sharing ideas in written, verbal or visual form
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| Approaching | * Simplistic work; minimally meets requirements
* The student is just beginning to learn to show what they are asked to do
* Occasionally demonstrates an understanding of the content and offers limited analysis
* Is starting to share ideas in written, verbal, and/or visual form
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| Incomplete  | * Work is not meeting the requirements for this course
* The student has missing assignments
* Often missed critical steps of the work; struggles to demonstrate an understanding of the content
* Student has not met learning outcomes yet
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**Assessment Benchmarks**