

**English Skills 10LD
Locally Developed**

District Name: Kootenay-Columbia

District Number: 20

Developed by: R. Cacchioni

Date Developed: March 2004

School Name: J.L. Crowe Secondary School

Principal's Name: D. Hickey

Board Authorization:

Course Name: English Skills 10LD

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): EN 9
EN10 concurrently

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course is designed to assist students in learning to read and write at or above grade level. The course is designed to improve students specific reading, writing, listening, vocabulary and study skills in a variety of subject/course areas and especially in English. Critical thinking and logical thinking will be infused with the basic skills and this knowledge will be utilized in report writing and project work.

Rationale:

Often students do not consciously integrate various reading/thinking skills in their day to day operation, in English or other subject areas. This course will offer the students the opportunity to learn specific skills, to experience critical thinking, to improve their processing of material, and to produce complex and original writing projects. Students who take this course will work on basic skills that will assist them in being successful in English 10 and other subjects.

The course will enable students to interpret material and data and to further communicate what they have learned to others in an innovative yet structured manner.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Content Area Writing Skills	
Unit 2	Content Area Reading Skills	
Unit 3	Individualized Reading	
Unit 4	Study Skills (Listening, Note taking, outlining , vocabulary development, exam writing etc)	
Unit 5	Presentation Skills	
Unit 6	Portfolio Preparation	
Total Hours		120 hours

Unit/Topic/Module Descriptions:

Unit 1:Content Area Writing Skills

Overview

In this unit students examine the different forms of writing that are required for success in different subject areas. At times students will have the opportunity to work with real assignments from their content area classes.

Knowledge and Content

It is expected that students will:

- Examine a variety of writing forms and styles required in different subject areas (paragraphs, essays, comparisons, lists, point form, summaries, etc).
- Identify the elements of different writing forms
- Examine writing styles used in real life and career development; i.e. newspapers, magazines, articles, letters, diaries, interviews
- Analyze and evaluate various media materials

Skills and Application

It is expected that students will

- Locate and organize research information from several resources
- Use research information in paragraphs and essays
- Identify and classify facts, details, and specific vocabulary in fiction and non-fiction materials

Unit 2:Content Area Reading Skills

Overview

In this unit students identify and analyze a variety of reading materials. The student then uses this information in order to make decisions on how to best present the material in a way that demonstrates their understanding.

Knowledge and Content

It is expected that students will:

- Identify a variety of pre reading skills
- Describe skills that they use before, during and after reading

Skills and Application

It is expected that students will:

- Compose questions to guide their reading
- Interpret charts, graphs, tables
- Make inferences and generalizations supported by details and examples

- Create summaries of material that has been read
- Interpret material and identify major themes and messages
- Produce projects based on analysis, interpretation and evaluation of material read
- Express an opinion/thesis and support it with information

Unit 3: Individualized Reading

Overview

In this unit the student explores a wide variety of literary and technical materials. The focus is to expand not only their interest base but also to provide the opportunity to improve skills through more reading and at the same time improve their general knowledge.

Knowledge and Skills

It is expected that students will:

- Examine their own interests in reading
- Examine a wide variety of reading materials in fiction and non-fiction
- Identify and explore a specific area of interest in reading
- Identify writing style in a wide variety of reading materials

Skills and Application

It is expected that students will:

- Interpret major themes and ideas in reading selections
- Keep a reading log of material read
- Present summaries of their reading in a variety of ways
- Discuss reading selections in small groups

Unit 4: Study Skills

Overview

In this unit students examine and pursue various methods to assist them in review and test preparation. Students will identify and use methods of organization and specific study techniques that will help them to improve their performance on assignments and tests.

Knowledge and Content

It is expected that students will:

- Review techniques for writing a variety of exam forms including multiple choice, true/false, short answer, long answer etc.
- Identify main topics and subtopics or note taking
- Organize topics in notes for use in writing paragraphs
- Explain ways to achieve clarity in their writing
- Classify vocabulary words for use in content areas
- Expand their vocabulary through a comprehensive and individual program of vocabulary development

Skills and Application

It is expected that students will:

- Make a study plan for exams
- Use a wide variety of vocabulary related to content and fictional sources
- Express learned vocabulary in both oral and written forms
- Organize their work in to effective divisions
- Use study sheet material in order to simplify test preparation
- Design their own study sheets for all subject areas

Unit 5: Presentation Skills

Overview

In this unit students will learn about different ways to represent their knowledge and understanding for presentation. They will be encouraged to use strategies that are individual and represent their learning styles and learning strengths. Practice in these presentations will prepare them for similar challenges in other courses.

Knowledge and Content

It is expected that students will:

- Examine a variety of presentation skills including oral presentations, news reports, diaries, interviews etc.
- Identify effective speaking skills
- Analyze and categorize various models of student work
- Discuss criteria for project work or presentation

Skills and Application

It is expected that students will:

- Use appropriate language during presentation skills
- Use specific vocabulary related to the content of their presentations
- Interpret information and report verbally
- Produce mini projects demonstrating techniques of presentation appropriate to the material
- Design the criteria for presentations with teacher support
- Evaluate projects using criteria
- Present material in individual style to demonstrate knowledge and understanding of content material

Unit 6: Portfolio Presentation

Overview

In this unit students learn to prepare a portfolio of work in order to demonstrate growth in their reading and writing. This unit encourages self-assessment and self-evaluation and the generation of personal goals.

Knowledge and Content

It is expected that students will:

- Identify and select material that represents a range of learning, product and performance for inclusion in their portfolios

Skills and Application

It is expected that students will:

- Prepare and maintain a comprehensive portfolio of work to be used for self-evaluation and assessment.
- Evaluate personal growth based on portfolio materials
- Demonstrate growth through choice of two or more models that indicate improvement in learning
- Organize a presentation of the portfolio materials to a group of people determined by the student.

Instructional Component:

A wide variety of instructional strategies and methods will be utilized in this course including:

1. Direct group teaching of material.
2. One-to-one re-teaching of skills.
3. Group/partner exploration and discussion.
4. Performance based instruction using models of various pieces of work at different levels.
5. modelling/"teacher talk aloud" strategies to demonstrate clear, concise thinking and techniques for handling material.
6. Individual progress program packages designed to enable students to proceed at their own pace.
7. Presentation copies of work developed from multiple drafts so that students experience the concept of "professional" presentation.
8. Word processing/internet applications on researching background material and presentation of projects.
9. Criteria referenced lists generated by both teacher and student. These criteria will be developed prior to any major project being assigned.
10. Discussion/questioning and reflection material and techniques.
11. Independent study projects in a variety of areas to enable the student to work with their learning style and demonstrate knowledge in a variety of ways.

12. Portfolio presentation and reflection to allow students to reflect on potential growth during the year. This is combined with student self evaluation.

Assessment Component:

Evaluation will be based on a wide variety of student presentations/projects/activities/ assignments.

Specifically, evaluation will be based on:

1. Class work
2. Reading Record Log of material read and reported on
3. Criterion referenced marking of minor and major projects
4. Performance evaluation
5. Portfolio evaluation on content, organization and demonstrated progress throughout the course
6. Student self-evaluation based on month to month models and discussions with teacher
7. Self paced evaluation calculated on work covered and mastered over specific time periods
8. Tests, quizzes
9. Demonstration

Learning Resources:

The learning resources come from a variety of areas and represent a part of a comprehensive list allowing the teacher and students to cover the learning outcomes specified. Some of these materials are prescribed or recommended texts found in most highschools.

A. Literature/Language Arts

1. Inside Stories I
2. Inside Stories II
3. Modern short stories
4. Stories of terror and suspense
5. Romeo & Juliet and Julius Caesar
6. Selected short stories from a variety of sources selected specifically to meet learning outcomes and project work

B. Poetry

1. Poetry in Focus
2. Experiences in Poetry
3. Poetry of Rock
4. Modern 20th Century Poetry
5. "Pattern poetry"
6. Selected poems designed to meet specific student learning needs as per the learning outcomes

C. Technical/Alternate subject materials

Here selections are made from History, Science, Socials and Technical Skill area manuals.

D. Listening/Note Taking

1. Newspaper selections based on high interest stories, topical and relevant to student interests
2. Specific listening series taken from specific skills series of booklets

E. Comprehension/Understanding

1. Cloze reading programs levelled grade 9-11
2. *Reading in Content Areas*, Jane Ervin series revised 2001, levelled from book 7 (grade 9+) to *More Reading in Content Areas*, Jane Ervin, levelled grade 10-11
3. Various other selected resources designed to improve specific areas of comprehension (i.e., main idea, inference, context reading, etc.)

F. Vocabulary Development

1. Levelled Vocabulary utilizing "*Words Are Important*" series. Here students will be assessed and positioned at their own level. They will work through levels designated by colour codes (i.e., white = grade 10; blue = ~~grade 11~~).
2. Other selected vocabulary programs selected on frequency of use criteria.

G. Writing/Grammar

1. Selected texts used for grade 10
2. Selected materials including "Kim Marshall" Book B for grammar
3. Materials from "*Basic Skills in English*"
4. "*Learning to Write*" series
5. Models of student writing at various levels along with provincial writing norms based on the 4 point evaluation schedule

H. Other material as required, including:

1. Models of student work
2. Newspapers
3. Magazines
4. Internet sites
5. Grade 10 materials and student samples from other subject areas

Additional Information: