***English Language Arts at Pitt Meadows***

**“The BIG Questions”:  Core Curricular / Assessment  Considerations**

***English Language Arts  8  at Pitt Meadows***

\*\*Note:  This document is intended as a planning reference for English 8 prepared by the P.M.S.S. English Department.

\*See the specific English 8 Prescribed Learning Outcomes at [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca/" \t "_blank)

Literature:

-         novel study:  minimum 1-2 novels

-         5-10 short stories

-         5-10 poems

-         Consider daily sustained silent reading (eg. 10 minutes per class)

Writing:

-         paragraph writing:  include expository, narrative, descriptive, and persuasive

-         paragraph development:  use a development model such as A.C.E. (Answer-Evidence-Comment –see example in student *PLANNER*) – paragraphs should include 3 supporting details

-         narrative writing:  introduce personal narrative (non-fiction) writing

Literary and language Terms and Devices:

-         introduce / review a variety of figures of speech / figurative language including:  protagonist; antagonist; conflict; setting; theme; climax; narrator; point of view; alliteration; foreshadowing; genre; hyperbole; image / imagery; irony; metaphor; simile; onomatopoeia; personification; pun; stanza.

-         Introduce / review language / writing development concepts including:  the parts of speech; sentence fragments; run-on sentences; contractions; use possessive apostrophes; commas; end of sentence punctuation; quotation marks

Speaking / Listening:

-         minimum one oral presentation (could be speech; debate, etc.)

**Assessment of Learning:**

-         refer to the Grade 8 Reading & Writing Performance Standards at:  [www.bced.gov.bc.ca/perf\_stands/](http://www.bced.gov.bc.ca/perf_stands/" \t "_blank)

-         suggestion: formative assessments should reflect developing skills and should be weighted as such (eg. comparatively minor mark totals such as  /6  or  /10)

-         suggestion:  summative writing, reading, and speaking / listening assessments should be weighted to reflect learning i.e. a greater portion of a student’s term assessment  (eg.  /24  or more)

-         suggestion:  part of assessment should be based upon in-class work eg. in-class reading and writing; in-class paragraphs; etc.

-         suggestion:  caution against a single assignment (eg. test or assignment) reflecting the majority of a student’s term mark.  Also, while representation is one of the strands of English Language Arts the core of student assessment should be based upon writing, reading, speaking / listening (eg. caution against an artwork-based assignment or eg. a crossword puzzle having too significant an impact on a students’s mark).

***English Language Arts  9 at Pitt Meadows***

\*\*Note:  This document is intended as a planning reference for English 9 prepared by the P.M.S.S. English Department.

\*See the specific English 9 Prescribed Learning Outcomes at [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca/" \t "_blank)

Literature:

-         novel study:  minimum 1-2 novels

-         5-10 short stories

-         5-10 poems

-         3 – 5 articles (non-fiction)

-         Consider daily sustained silent reading (eg. 10 minutes per class)

Writing:

-         paragraph writing:  include expository, narrative, descriptive, and persuasive (incl. to entertain)

-         paragraph development:  use a development model such as A.C.E. (Answer-Evidence-Comment –see example in student *PLANNER*) – paragraphs should include 3 supporting details

-         introduce incorporating quotations from a text as evidence in supporting details

-         narrative writing:  introduce personal narrative (non-fiction) writing (personal essay 3 paragraphs)

-         note-taking strategies

-         paraphrasing (could incl. précis writing)

-         interpret / draw info. from maps, illustrations, charts, graphs

-         consider influence of cultural diversity in community

-         the roles of the mass media

-         (optional) introduction to essay writing (3 paragraphs) –later in year

Literary and language Terms and Devices:

-         introduce / review a variety of figures of speech / figurative language including:  stock character / stereotypes; satire; irony; parody; theme; purpose; protagonist; antagonist; conflict; setting; climax; narrator / point of view; alliteration; foreshadowing; genre; hyperbole; image / imagery; metaphor; simile; onomatopoeia; personification; pun; stanza; metre; mood; tone; ode; rhyme scheme; sonnet; symbol / symbolism

-         introduce / review language / writing development concepts including:  the parts of speech; sentence fragments; run-on sentences; contractions; use possessive apostrophes; commas; end of sentence punctuation; quotation marks

Speaking / Listening:

-         minimum one oral presentation (could be speech; debate, etc.)

**Assessment of Learning:**

refer to the Grade 9 Reading & Writing Performance Standards at:  [www.bced.gov.bc.ca/perf\_stands/](http://www.bced.gov.bc.ca/perf_stands/" \t "_blank)

-         suggestion: formative assessments should reflect developing skills and should be weighted as such (eg. comparatively minor mark totals such as  /6  or  /10)

-         suggestion:  summative writing, reading, and speaking / listening assessments should be weighted to reflect learning i.e. a greater portion of a student’s term assessment  (eg.  /24  or more)

-         suggestion:  part of assessment should be based upon in-class work eg. in-class reading and writing; in-class paragraphs; etc.

-         suggestion:  caution against a single assignment (eg. test or assignment) reflecting the majority of a student’s term mark.  Also, while representation is one of the strands of English Language Arts the core of student assessment should be based upon writing, reading, speaking / listening (eg. caution against an artwork-based assignment or eg. a crossword puzzle having too significant an impact on a student’s mark).

***English Language Arts  10 at Pitt Meadows***

\*\*Note:  This document is intended as a planning reference for English 10 prepared by the P.M.S.S. English Department.

\*See the specific English 10 Prescribed Learning Outcomes at [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca/" \t "_blank)

Literature:

-         novel study:  minimum 1-2 novels

-         5-10 short stories

-         5-10 poems

-         3 – 5 articles (non-fiction)

-         Consider daily sustained silent reading (eg. 10 minutes per class)

-         Minimum 1 Shakespearean play (*Julius Caesar* or  *Richard III*)

Writing:

-         paragraph writing:  include expository, narrative, descriptive, and persuasive (incl. to entertain)

-         paragraph development:  use a development model such as A.C.E. (Answer-Evidence-Comment –see example in student *PLANNER*) – paragraphs should include 3 supporting details

-         introduce / develop expository essay writing (eg. basic 3-5 paragraph essay)

-         incorporating quotations as evidence in writing

-         narrative writing:  incl. personal narrative (non-fiction) writing (personal essay)

-         creative writing (eg. 1 short, short story and / or poetry writing  --move beyond formulaic poetry forms)

-         paraphrasing (could incl. précis writing)

-         interpret / draw info. from maps, illustrations, charts, graphs

-         consider influence of cultural diversity in community

-         the roles and techniques of the mass media / feature film

-         report writing:  research report; technical report

Literary and language Terms and Devices:

-         introduce / review a variety of figures of speech / figurative language:

-         **\*\*See the English 10 Provincial Examination Specifications** at:  [www.bced.gov.bc.ca/exams/specs](http://www.bced.gov.bc.ca/exams/specs" \t "_blank)

for a complete listing of the approximately 80 terms.

-         review language / writing development concepts including:  sentence fragments; run-on sentences; contractions; use possessive apostrophes; commas; colons;  semi-colons; quotation marks

Speaking / Listening:

-         minimum one oral presentation (could be speech; debate, etc.)

-         multi-media presentation

**Assessment of Learning:**

refer to the Grade 10 Reading & Writing Performance Standards at:  [www.bced.gov.bc.ca/perf\_stands/](http://www.bced.gov.bc.ca/perf_stands/" \t "_blank)

-         suggestion: formative assessments should reflect developing skills and should be weighted as such (eg. comparatively minor mark totals such as  /6  or  /10)

-         suggestion:  summative writing, reading, and speaking / listening assessments should be weighted to reflect learning i.e. a greater portion of a student’s term assessment  (eg.  /24  or more)

-         suggestion:  part of assessment should be based upon in-class work eg. in-class reading and writing; in-class paragraphs; etc.

-         suggestion:  caution against a single assignment (eg. test or assignment) reflecting the majority of a student’s term mark.  Also, while representation is one of the strands of English Language Arts the core of student assessment should be based upon writing, reading, speaking / listening (eg. caution against an artwork-based assignment or eg. a crossword puzzle having too significant an impact on a student’s mark).

-         Suggestion:  30% (or more) of each term mark should be based upon students demonstrating in-class writing / reading skills

***English Language Arts  11 at Pitt Meadows***

\*\*Note:  This document is intended as a planning reference for English 11 prepared by the P.M.S.S. English Department.

\*See the specific English 11 Prescribed Learning Outcomes at [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca/" \t "_blank)

Literature:

-         novel study:  minimum 1-2 novels

-         5-10 short stories

-         5-10 poems

-         3 – 5 articles (non-fiction)

-         Consider daily sustained silent reading (eg. 10 minutes per class)

-         Minimum one Shakespearean play (*Romeo & Juliet, MacBeth, The Merchant of Venice, Taming of the Shrew, Twelfth Night, Othello*)

Writing:

-         paragraph writing:  include expository, narrative, descriptive, and persuasive (incl. to entertain)

-         paragraph development:  use a development model such as A.C.E. (Answer-Evidence-Comment –see example in student *PLANNER*)

-         incorporating quotations as evidence in writing

-         narrative writing:  incl. personal narrative (non-fiction) writing (personal essay)

-         paraphrasing (could incl. précis writing)

-         interpret / draw info. from maps, illustrations, charts, graphs

-         consider influence of cultural diversity in community

-         the roles and techniques of the mass media (incl. privacy, freedom of information, ethics)

-         report writing:  research report; technical report

Literary and language Terms and Devices:

-         introduce / review a variety of figures of speech / figurative language: \*\*would be helpful to review both the English 10 and the English 12 Provincial Exam. Specifications at:  [www.bced.gov.bc.ca/exams/spec](http://www.bced.gov.bc.ca/exams/spec" \t "_blank)

for a complete listing of the approximately 200 Terms and Devices in Literature

-         review language / writing development concepts including:  sentence structure (incl. variety, clarity, precision, and artistry of sentences / expression) ; use of possessive apostrophes; quotation marks; colons; semi-colons

Speaking / Listening:

-         minimum one oral presentation (could be speech –whole or small group; debate, etc.)

-         multi-media presentation

**Assessment of Learning:**

-         suggestion: formative assessments should reflect developing skills and should be weighted as such (eg. comparatively minor mark totals such as  /6  or  /10)

-         suggestion:  summative writing, reading, and speaking / listening assessments should be weighted to reflect learning i.e. a greater portion of a student’s term assessment  (eg.  /24  or more)

-         suggestion:  part of assessment should be based upon in-class work eg. in-class reading and writing; in-class paragraphs; etc.

-         suggestion:  caution against a single assignment (eg. test or assignment) reflecting the majority of a student’s term mark.  Also, while representation is one of the strands of English Language Arts the core of student assessment should be based upon writing, reading, speaking / listening (eg. caution against an artwork-based assignment or eg. a crossword puzzle having too significant an impact on a student’s mark).

-         Suggestion:  30% (or more) of each term mark should be based upon students demonstrating in-class writing / reading skills

-         Keep in mind that in English 12 40% of the final course mark is based upon a 3 hour in-class assessment that includes critical analysis of a poem (incl. paragraph with incorporated quotations / paraphrasals as supporting evidence), critical analysis of a prose sample (incl. a multi-paragraph composition with incorporated quotations / paraphrasals as supporting evidence), and a multi-paragraph composition (expository or narrative) based upon an assigned phrase / topic

***English Language Arts  12 at Pitt Meadows***

\*\*Note:  This document is intended as a planning reference for English 12 prepared by the P.M.S.S. English Department.

\*See the specific English 12 Prescribed Learning Outcomes at [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca/" \t "_blank)

Literature:

-         novel study:  minimum 1-2 novels

-         5-10 short stories

-         5-10 poems

-         3 – 5 articles (non-fiction)

-         Consider daily sustained silent reading (eg. 10 minutes per class)

Writing:

-         paragraph writing:  include expository, narrative, descriptive, and persuasive (incl. to entertain)

-         paragraph development:  use a development model such as A.C.E. (Answer-Evidence-Comment –see example in student *PLANNER*)

-         expository essay writing

-         research essay writing

-         incorporating quotations as evidence in writing

-         narrative writing:  incl. personal narrative (non-fiction) writing (personal essay) and invented narratives

-         paraphrasing (could incl. précis writing)

-         interpret / draw info. from maps, illustrations, charts, graphs

-         consider influence of cultural diversity in community

-         the roles and techniques of the mass media (incl. how media reflect personal beliefs)

-         report writing:  research report; technical report

Literary and language Terms and Devices:

-         introduce / review a variety of figures of speech / figurative language: \*\*see the English 12 Provincial Exam. Specifications at:  [www.bced.gov.bc.ca/exams/spec](http://www.bced.gov.bc.ca/exams/spec" \t "_blank)

for a complete listing of the approximately 200 Terms and Devices in Literature

-         review language / writing development concepts including:  sentence structure (incl. variety, clarity, precision, and artistry of sentences / expression) ; use of possessive apostrophes; quotation marks; colons; semi-colons

Speaking / Listening:

-         minimum one oral presentation (could be speech –whole or small group; debate, etc.)

-         multi-media presentation

**Assessment of Learning:**

-         suggestion: formative assessments should reflect developing skills and should be weighted as such (eg. comparatively minor mark totals such as  /6  or  /10)

-         suggestion:  summative writing, reading, and speaking / listening assessments should be weighted to reflect learning i.e. a greater portion of a student’s term assessment  (eg.  /24  or more)

-         suggestion:  part of assessment should be based upon in-class work eg. in-class reading and writing; in-class paragraphs; etc.

-         suggestion:  caution against a single assignment (eg. test or assignment) reflecting the majority of a student’s term mark.  Also, while representation is one of the strands of English Language Arts the core of student assessment should be based upon writing, reading, speaking / listening (eg. caution against an artwork-based assignment or eg. a crossword puzzle having too significant an impact on a student’s mark).

-         Suggestion:  30% (or more) of each term mark should be based upon students demonstrating in-class writing / reading skills

-         Keep in mind that in English 12 40% of the final course mark is based upon a 3 hour in-class assessment that includes critical analysis of a poem (incl. paragraph with incorporated quotations / paraphrasals as supporting evidence), critical analysis of a prose sample (incl. a multi-paragraph composition with incorporated quotations / paraphrasals as supporting evidence), and a multi-paragraph composition (expository or narrative) based upon an assigned phrase / topic