



## English 10 Course Outline

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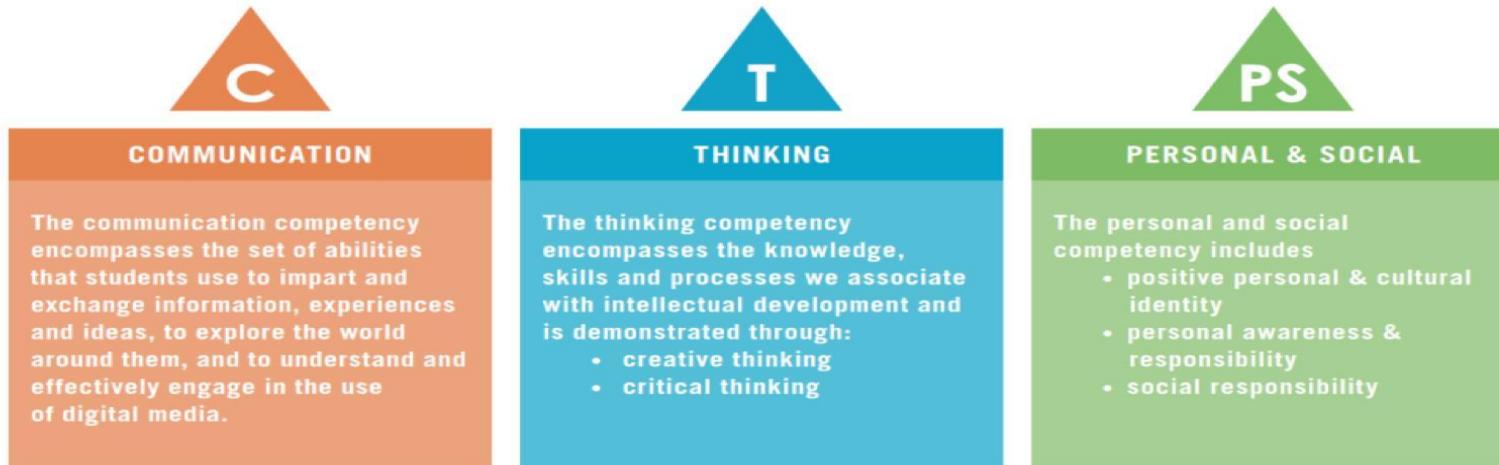
### Welcome to English 10: Focused Literary Studies and Composition

*How is it different being the writer than the reader?*

Composition 10 is a course that works to develop academic writing skills. Areas of exploration may include the writing process, revision, bibliographies, academic essays, and the various styles of writing (descriptive, expository, persuasive, narrative). The course provides opportunities for diverse learners to be supported in developing and refining their writing skills.

Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

## CORE COMPETENCIES



## BIG IDEAS

The exploration of text and story deepens our understanding of diverse, complex, ideas about identity, others, and the world	Texts are socially, culturally, geographically, and historically constructed.	Language shapes ideas and influences others	Engagement with writing processes can support creativity and enhance clarity of expression	Questioning what we hear, read, and view contributes to our ability to be educated, and engaged citizens	People understand text differently depending on their worldviews and perspectives
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### ***CURRICULAR COMPETENCIES***

COMPREHEND AND CONNECT

CREATE AND COMMUNICATE

<ul style="list-style-type: none"> <li>• Read for enjoyment and to achieve personal goals</li> <li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view</li> <li>• Recognize the diversity within and across First Peoples' societies as represented in texts</li> <li>• Recognize and appreciate the influence of land/place in First Peoples and other Canadian texts</li> <li>• Access information for diverse purposes and from a variety of sources to inform writing</li> <li>• Explore the relevance, accuracy, and reliability of texts</li> <li>• Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts</li> <li>• Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize personal, social, and cultural contexts, as well as values and perspectives in texts</li> <li>• Explore how language constructs personal and cultural identities</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Identify bias, contradictions, and distortions</li> </ul>	<ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Assess and refine texts to improve clarity and impact</li> <li>• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences</li> <li>• Express and support an opinion with evidence</li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use acknowledgements and citations to recognize intellectual property rights</li> </ul>
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Find content and elaborations online:

Composition - <https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/composition> Literary Studies - <https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/literary-studies>

### Assessment

Grade	Performance Standards	Description
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A (86-100)	EXTENDING (formerly <i>Exceeding</i> )	The student demonstrates excellent performance in relation to curricular competencies.
B (73-85)	PROFICIENT (formerly <i>Fully Meeting</i> )	The student demonstrates very good performance in relation to curricular competencies.
C+ (67-72)	DEVELOPING (formerly <i>Meeting</i> )	The student demonstrates satisfactory to good performance in relation to curricular competencies.
C (60-66)		
C- (50-59)	EMERGING (formerly <i>Minimally Meeting</i> )	The student demonstrates minimally acceptable performance in relation to curricular competencies.
I/F (0-49)	NOT YET MEETING	The student demonstrates below minimally acceptable performance in relation to curricular competencies.

