

**A.Y. 2025 – 2026 Term 1**  
**GRADE 10 ADVANCED GROUP**  
**ENGLISH LANGUAGE ARTS**  
**SYLLABUS**

**1. Course Description**

This course is designed to extend learners' English fluency through focused development of critical reading, academic writing, and creative expression. Students will engage in meaningful study of literature and composition, deepening their understanding of context, authorial intent, and the power of language. Through project-based learning and inquiry-driven tasks, students will explore the evolution of the English language, literary adaptations, poetic expression, and persuasive writing. The course aims to foster confident, thoughtful communicators who read with insight, write with clarity and voice, and participate in respectful, reflective dialogue.

**2. Course Schedule**

There will be 5 periods per week.

**3. Teachers**

<b>AG 1</b>	<b>Teacher's Name</b>	<b>Contact Information</b>
Language, Literature, and Writing	Ms. Adkins	bethany.adkins@salesian.seibi.ac.jp
<b>AG 2</b>	<b>Teacher's Name</b>	<b>Contact Information</b>
Language, Literature, and Writing	Mrs. Beggs	megan.beggs@salesian.seibi.ac.jp

**4. Class Materials**

- iPad
- Jacaranda 10
- Handouts that are given out in class
- 1 B5 size portfolio binder
- 1 B5 size notebook

## 5. Means of Assessment

Below is a list of projects and activities we will complete this term.

### Major Assessments:

- **Research Essay on the History of English** – A formal academic paper analyzing a specific aspect of the development of the English language, requiring research, proper citations, and structured argumentation.
- **Compare/Contrast Essay on Literary Adaptations** – A structured analytical essay comparing a literary work with one of its adaptations, evaluating thematic and stylistic changes.
- **Final Exam**– Paper based

### Ongoing and Formative Assessments:

- **Journals** – Regular reflective and analytical writing on course topics, including personal responses, thematic connections, and pre-writing exercises.
- **Vocabulary and Etymology Work** – Weekly assignments focused on the origins, evolution, and usage of words, reinforcing linguistic concepts.
- **Class Discussions and Socratic Seminars** – Participation in structured discussions analyzing readings, historical texts, and media adaptations.
- **Peer Reviews and Writing Workshops** – Engagement in structured peer feedback sessions to refine essays and compositions.
- **Presentations and Mini-Projects** – Short research-based presentations on key linguistic events or adaptation case studies, reinforcing public speaking and synthesis skills.
- **Quizzes and Short Responses** – Regular assessments on historical language development, literary analysis, and writing mechanics.

## 6. Evaluation

In order to focus on learning outcomes and skills, we follow a rubric-based grading system. The rubric describes the success criteria that students are expected to achieve. Each skill will be used in a variety of assessment tasks (e.g., projects, presentations, class and group work, written assignments) that allow students to demonstrate their proficiency. Here is the rubric for Term 1.

<b>Research</b>  <b>Level 3: Creative Thought</b>	<b>A3</b>  I can evaluate complex themes and meanings across texts, making insightful connections between textual evidence and broader societal implications.	<b>B3</b>  I can create original works that demonstrate sophisticated understanding of genre conventions while expressing unique perspectives on complex themes.	<b>C3</b>  I can craft sophisticated written texts that demonstrate masterful control of language, creating nuanced meaning through deliberate stylistic choices and compelling voice and also effectively structure written responses using appropriate form and language features to engage my intended audience.
	<b>A2</b>  I can organize my ideas into a clear and structured essay that communicates a well-supported argument.	<b>B2</b>  I can reflect on my growth as a writer, demonstrating how my research, analysis, and composition skills have improved throughout the term.	<b>C2</b>  I can analyse sources for reliability and incorporate others' ideas into my own writing by engaging academically with original works.
	<b>A1</b>  I can identify key ideas, vocabulary, and literary techniques and explain them effectively.	<b>B1</b>  I can communicate ideas clearly in writing using appropriate vocabulary and basic language conventions	<b>C1</b>  I can express personal responses to texts and incorporate my own ideas into my writing.
	<b>Basics</b>	<b>Communication Development</b>	<b>Judgment Creativity</b>

