Grade 10 English Language Arts (20F)

A Course for Independent Study
GRADE 10 ENGLISH LANGUAGE ARTS (20F)

A Course for Independent Study
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Manitoba Education and Training gratefully acknowledges the contributions of the following individuals in the development of *Grade 10 English Language Arts: (20F): A Course for Independent Study*.

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DPSU-04-2017
GRADE 10 ENGLISH LANGUAGE ARTS (20F)

Introduction
Introduction

Overview

Welcome to Grade 10 English Language Arts (20F).

You are beginning this course with language arts skills, knowledge, and insights. This course is designed to help you gain further insights into yourself and others, and to expand your skills and knowledge in English language arts. As well, you will learn strategies you can apply in other courses and non-school situations.

As a student enrolled in an independent study course, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the process work and assignments. As a teacher, you are responsible for checking your work carefully, noting areas in which you need to improve, and motivating yourself to succeed.

What Will You Learn in This Course?

In this course you will have the opportunity to read short stories, poems, non-fiction works, and novels. You will also listen to audio performances and view visual works. Besides reading, listening, and viewing the works of others, you will be writing, representing, and speaking about those works and your own creations.

What Are General Learning Outcomes and Specific Learning Outcomes?

General learning outcomes (five in total) and specific learning outcomes (56 in total) are the learning outcomes that have been identified for Grade 10 English language arts students in Manitoba (see Appendix A). In this course, you will be involved in a variety of learning experiences that enable you to achieve many of the learning outcomes.

General learning outcomes are statements that identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Grade 12. The general learning outcomes are connected to each other, and can be achieved through a variety of reading and writing, speaking and listening, and viewing and representing experiences.
In Manitoba, English language arts students read, write, speak, listen, view, and represent to

- explore thoughts, ideas, feelings, and experiences (General Learning Outcome 1)
- comprehend and respond personally and critically to oral, print, and other media texts (General Learning Outcome 2)
- manage ideas and information (General Learning Outcome 3)
- enhance the clarity and artistry of communication (General Learning Outcome 4)
- celebrate and build community (General Learning Outcome 5)

Specific learning outcomes are statements that describe the knowledge, skills and strategies, and attitudes that students in a particular course are expected to learn. Specific learning outcomes are identified at the beginning of each lesson, and are the target for learning experiences.

How Is This Course Organized?

The Grade 10 English Language Arts course consists of the following eight sequences:

- **Sequence 1: Starting with Yourself as a Learner**
- **Sequence 2: Introducing Yourself to Others**
- **Sequence 3: Significant People in Your Life—The Influence of Parents**
- **Sequence 4: Finding Yourself and Your Place in the World (Literary Focus)**
- **Sequence 5: The Many Forces That Influence People—Novel Study**
- **Sequence 6: More Influential Factors in Our Lives—How the Values of Friends and Peers Affect Us (Transactional Focus)**
- **Sequence 7: Changemakers of Today—People Who Influence Our World**
- **Sequence 8: The Showcase Portfolio**

Each sequence begins with a Sequence Overview, outlining what you will be learning and practising in the sequence. Every sequence consists of several lessons, with the following components.

- **Learning Experience**: Each lesson begins with an explanation of what you will be learning in that lesson.
Lesson Focus: Each lesson identifies one or more specific learning outcomes (SLOs) that are addressed in the lesson. The SLOs identify the knowledge and skills you are striving to achieve by the end of the lesson.

Lesson: The main body of the lesson is made up of explanations, exemplars, and selections to read, view, or listen to that will help you to achieve the learning outcomes.

Process Work: The lessons include work that will help you achieve the outcomes and prepare you for the assignments, the midterm progress test, and the Showcase Portfolio. The process work does not have to be submitted, but many students choose to submit some of it for further input from the tutor/marker.

Assignments: Each sequence concludes with an assignment (or two) that will draw together many of the ideas that you have been working on. You will mail or electronically submit all your completed assignments to your tutor/marker for assessment at the end of each sequence.

Audio Files: One of the texts you will be responding to is recorded on an audio file. As well, you will have the option of doing one of the assignments as an audio presentation.

There is a midterm progress test lesson following Sequence 3.

This course also includes the following sections:

Appendices: At the end of the course, you will find two appendices:

Appendix A: General Learning Outcomes
Appendix B: How to Cite References

What Resources Will You Need for This Course?

You will require access to an email account if you plan to

- communicate with your tutor/marker by email
- use Blackboard Learn to submit your completed assignments

A valid email account is required for your Blackboard Learn profile. The website for Blackboard Learn is https://bblearn.merlin.mb.ca. You were issued a username and password when you registered for this course.

A list of the reference books and textbooks you need for this course follows. These texts may be available for loan at your local school or community library. They may be ordered from the Manitoba Learning Resource
Centre (LRC) (formerly the Manitoba Text Book Bureau or MTBB) or a supplier of your choice.

**LRC Contact Information**

Website: [www.mtbb.mb.ca](http://www.mtbb.mb.ca)
Toll-Free Telephone: 1-866-771-6822

The LRC stock number is provided for the texts listed.

**Reference Books**

The following will provide you with information regarding structure, style, and proper usage in English language arts. These reference texts will be useful for all English language arts courses as well as for many other courses requiring reports and essays.

- **A language handbook**
  Sebranek, Patrick, Dave Kemper, and Verne Meyer. *Writers INC: A Student’s Handbook for Writing and Learning*. (LRC # 72090)

- **A thesaurus**
  Recommended text: *Gage Canadian School Thesaurus*. (LRC #6206)

- **A dictionary**
  Recommended text: De Wolfe, Gaelan Dodds, ed. *Gage Canadian Dictionary*. (LRC #6204)

**Textbooks**

You will not be able to complete all the work in this course if you do not have access to both of these textbooks.

- Crane, Mary, Barbara Fullerton, and Amanda Joseph, eds. *SightLines 10*. (LRC #8241)

- Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. (LRC #7703)

**Longer Work of Fiction**

In Sequence 5 you will read and respond to a longer work of fiction. Choose one of the novels from the following list. You may be able to borrow the book from a local school, library, or friend. You may order the book from the Manitoba Learning Resource Centre.
Novel Synopses

- *April Raintree* by Beatrice Culleton Mosionier (LRC #21382)
  This novel tells the story of a young Métis girl, April Raintree, who is raised by foster parents who mistreat her and teach her to be ashamed of her Aboriginal heritage. The story traces her life into her adult years.
  **Issues/Themes:** racial discrimination/prejudice; justice; assimilation; acceptance; identity

- *I Never Promised You a Rose Garden* by Joanne Greenberg (LRC #3449)
  This novel is about a 16-year-old girl, Deborah Blau, who hides from the realities of life in an illusory world. The story takes place over a three-year period and documents her life in a psychiatric institution as she struggles with her mental illness.
  **Issues/Themes:** mental illness; compassion; reality and the imagination

- *The Old Man and the Sea* by Ernest Hemingway (LRC #21418)
  The novel tells the story of Santiago, an old Cuban fisherman, who must prove to himself that his life still has meaning even though he cannot catch a fish. His three-day journey on the open sea is a classic portrayal of determination in the face of hardships.
  **Issues/Themes:** courage; identity; loss versus triumph

- *Flowers for Algernon* by Daniel Keyes (LRC #21395)
  This science fiction novel tells the story of Charly, a man with a very low IQ who wants to be smart. Through a medical experiment on a mouse named Algernon, a scientific breakthrough is made that transforms Charly into a genius. The novel traces Charly’s development and the problems and complications that ensue.
  **Issues/Themes:** identity; self-acceptance; transformation and change; compassion

- *To Kill a Mockingbird* by Harper Lee (LRC #10392 or 7586)
  This novel is told through the eyes of Scout, a young girl who watches while a young black man goes to trial for allegedly molesting a white woman. Scout’s father, an outstanding and well-respected lawyer, believes in the black man’s innocence and defends him at the trial.
  **Issues/Themes:** prejudice/hatred; justice; acceptance; coming of age
- *Of Mice and Men* by John Steinbeck (LRC #21415)

This is a novel about the complicated friendship between George and Lenny—two men who are on the run because Lenny has been accused of assaulting a young woman. Lenny is mentally slow but physically strong. Lenny and George want to buy a farm. To make this dream come true, they work as ranch hands, but a conflict develops between Lenny and the ranch owner’s son.

**Issues/Themes:** belonging; independence and freedom; identity, friendship; compassion

**Resources Provided by the Independent Study Option (ISO) Office**

The following resource was sent to you with this course:

- *Maya Angelou CD recording of Mrs. Flowers*

**Required Resources**

For this course, you will need access to the following resources. If you do not have access to one or more of these resources, contact your tutor/marker.

- **Equipment to listen to audio files:** In Sequence 2, Lesson 2, there is an audio recording you need to listen to.

- **Storage place:** You’ll need to keep all your process work and assignments during this course. You will find that you will refer to this work when you are preparing for your midterm progress test. You will also be using some of this material for your portfolio assignment that you will be creating in the final sequence. Make sure that you have a safe place to set aside all of your work. Get into the habit of placing all of your process work and assignments there. Here are some suggestions:
  
  - binder with divider pages to separate each sequence
  - one location in the back of your course binder
  - box, accordion file, or drawer in a filing cabinet with folders separating each sequence
  - on the computer, a separate folder for your work—you will still need a place to store various charts and forms that you will be using during the course (small binder, duotang, or back of the course binder)

The icon indicating you should file your work in a safe place will remind you throughout the lessons.
Optional Resources

It would be helpful if you had access to the following resources:

- **Audio-recording and video-recording equipment**: In Assignment 7.1 you will have the option of audio recording or video recording your assignment and submitting it to your tutor/marker for assessment. There are other choices available for this assignment that do not require recording.

- **Photocopy/scanner**: With access to a photocopier/scanner, you could make a copy of your assignments before submitting them so that if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.

- **Resource people**: Access to local resource people, such as teachers, school counsellors, and librarians, would help you complete the course.

- **A computer with word processing and presentation software**: Access to word processing software (e.g., Microsoft Word) and presentation software (e.g., Microsoft PowerPoint) may be used to complete some assignments.

- **A computer with Internet access**: If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.

### Internet Safety

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a user name that does not reveal your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with him or her a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files.

The above is **not** a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.
Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning experience or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker

Tutor/markers are experienced educators who tutor you and mark your assignments and midterm progress test. When you are having difficulty with something in this course, contact your tutor/marker, who is there to help you. Your tutor/marker’s name and contact information were sent to you with this course. You can also obtain this information in the Who Is My Tutor/Marker? section of the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/assistance.html.

Your Learning Partner

Many students find it helpful to have a learning partner. A learning partner is someone you choose who will help you learn. It may be someone who knows something about English language arts but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your coursework, read the course with you, check your work, look at and respond to your process work, or help you make sense of assignments. If you and your learning partner are taking the same course, however, your assignment work should not be identical.
Plagiarism

Plagiarism IS a big deal with serious consequences, so it’s important that you understand what it is and how to avoid it.

What is plagiarism?
In brief, plagiarism is taking someone’s ideas or words and presenting them as if they are your own.

How can you avoid plagiarism?

- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
  - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
  - When you paraphrase, you rewrite an author’s idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles (see Appendix B).
- Give credit where credit is due. Never pretend someone else’s idea is your own.

How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the process work, assignments, and midterm progress test.

Process Work

The process work in this course will help you to review and practise what you have learned in the lessons. You are not required to submit the completed process work to your tutor/marker. Make sure you complete this work as doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and the midterm progress test successfully. Sometimes students do not meet the learning outcomes on a sequence assignment, but do demonstrate their learning in the process work. Your tutor/marker will be able to assess your learning more completely by seeing that you have mastered the learning outcome in your process work. You’ll notice in the sequence checklist at the beginning of the sequence that a few pieces of process work have an image of a star beside them. You have the option of submitting these to your tutor/marker, along with your assignment. These optional submissions may allow your tutor/marker to assess your learning more accurately. Show that you are a star student by sending in this work!
The following rating scale will be used to assess your achievement of the specific learning outcomes targeted on your assignments and progress test:

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<th>Rating Scale</th>
<th>Percentage</th>
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<tr>
<td>0</td>
<td>Work does not show evidence of this specific learning outcome identified for Grade 10, or shows evidence that the specific learning outcome is incomplete.</td>
<td>0–24%</td>
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<tr>
<td>1</td>
<td>Work does not meet the expectations identified in the specific learning outcome for Grade 10; work is below the range of expectations for Grade 10.</td>
<td>25%–49%</td>
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<tr>
<td>2</td>
<td>Work demonstrates the minimal expectations identified in the specific learning outcome for Grade 10.</td>
<td>50%–74%</td>
</tr>
<tr>
<td>3</td>
<td>Work meets the expectations identified in the specific learning outcome for Grade 10; work demonstrates the specific learning outcome.</td>
<td>75%–84%</td>
</tr>
<tr>
<td>4</td>
<td>Work demonstrates the maximum expectations identified in the specific learning outcome for Grade 10.</td>
<td>85%–100%</td>
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Assignments

Each sequence in this course contains assignments, which you will complete and submit to your tutor/marker for assessment.

The tutor/marker will mark your assignments and return them to you. Remember to keep all your assignments and process work until you have finished the course, as you will be choosing some of your work for your Showcase Portfolio in Sequence 8.

Midterm Progress Test

This course contains a midterm progress test.

- The **midterm progress test** is written after you complete Sequence 3.

The midterm progress test is worth a total of 15 percent of your final course mark. The midterm progress test is 2 hours long. You will be provided with the theme for the test, a Readings and Before- and During-Reading Learning Activities booklet to do **before** the test. It is important that you read the selections very carefully before you write the test. There will not be time during the test to do so. You may even choose to read the selections a few times.

You need to bring the booklet to the test so feel free to make notes in it, and underline important sections. The Before- and During-Reading Learning
Activities are similar to the responses you will be doing for various stories and poems in the course. Be certain to complete these responses, as they are a part of your final assessment. You will submit the Before- and During-Reading Learning Activities booklet to the supervisor after you write the final sections of the test. You may also bring a dictionary and thesaurus with you to the supervised test.

During the test, you will be required to consider the theme as it relates to various texts. You will find that the types of responses required are quite similar to the ones in your process work and assignments.

**Practice Progress Test**

To help you succeed in your progress test, you will have an opportunity to complete a mini practice test, as you work through the Midterm Progress Test Preparation Lesson after Sequence 3.

The practice test is similar to the actual progress test you will be writing. To do well on the test, you should also review all the process work and assignments you have completed from the first three sequences. This will give you the confidence you need to do well on your test!

**Requesting Your Midterm Progress Test**

You are responsible for making arrangements to have the test sent to your proctor from the ISO office. Please make arrangements before you finish Sequence 3 to write the midterm progress test.

To write your progress test you need to make the following arrangements:

- **If you are attending school**, ask your school’s ISO school facilitator to request your test. Do this at least **three weeks before** you are ready to write your test. For more information on test procedures, please contact your ISO school facilitator or visit the Grading and Evaluation section of the distance learning website at [www.edu.gov.mb.ca/k12/dl/iso/assignments.html](http://www.edu.gov.mb.ca/k12/dl/iso/assignments.html).

- **If you are not attending school**, check the **Test Request Form** for options available to you. The form was mailed to you with this course. **Three weeks before** you are ready to write the progress test, fill in the Test Request Form and mail, fax, or email it to

  ISO Office  
  555 Main Street  
  Winkler MB R6W 1C4  
  Fax: 204-325-1719  
  Toll-Free Telephone: 1-800-465-9915  
  Email: distance.learning@gov.mb.ca
How Much Time Will You Need to Complete This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you can choose how quickly you will complete the course. You can complete as many lessons as you wish in a single session. You do not have to wait for your teacher or classmates.

From the date of your registration, you have a maximum of **12 months** to complete this course, but the pace at which you proceed is up to you. Read the following suggestions on how to pace yourself.

Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>Middle of September</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Beginning of October</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of October</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>Beginning of November</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>Middle of November</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>End of November</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>End of December</td>
</tr>
<tr>
<td>Sequence 7</td>
<td>Middle of January</td>
</tr>
<tr>
<td>Sequence 8</td>
<td>End of January</td>
</tr>
</tbody>
</table>
Chart B: Semester 2

If you want to start the course in January and complete it in June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>Middle of January</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Beginning of February</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of February</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>Beginning of March</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>Middle of March</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>End of March</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>End of April</td>
</tr>
<tr>
<td>Sequence 7</td>
<td>Middle of May</td>
</tr>
<tr>
<td>Sequence 8</td>
<td>End of May</td>
</tr>
</tbody>
</table>

Chart C: Full School Year (Not Semestered)

If you want to start the course in September and complete it in June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>Middle of September</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Middle of October</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of November</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>End of November</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>Middle of January</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>Middle of February</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>Middle of April</td>
</tr>
<tr>
<td>Sequence 7</td>
<td>Middle of May</td>
</tr>
<tr>
<td>Sequence 8</td>
<td>End of May</td>
</tr>
</tbody>
</table>
Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you or your school.

If you need this course to graduate this school year, remember to schedule and complete your final assignment by **May 31**.

When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to your tutor/marker eight times. The following chart shows exactly what assignments you will be submitting at the end of each sequence.

<table>
<thead>
<tr>
<th>Submission</th>
<th>Assignments You Will Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Sequence 1: Starting with Yourself as a Learner</strong>&lt;br&gt;Sequence 1 Cover Sheet&lt;br&gt;Assignment 1.1: Letter&lt;br&gt;Self-Assessment of Assignment 1.1</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Sequence 2: Introducing Yourself to Others</strong>&lt;br&gt;Sequence 2 Cover Sheet&lt;br&gt;Assignment 2.1: Autobiographical Presentation&lt;br&gt;Self-Assessment of Assignment 2.1</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Sequence 3: Significant People in Your Life</strong>&lt;br&gt;Sequence 3 Cover Sheet&lt;br&gt;Assignment 3.1: Response to “Rules of the Game”&lt;br&gt;Assignment 3.2: Parents’ Promise Poster&lt;br&gt;Self-Assessments of Assignments 3.1 and 3.2</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Sequence 4: Finding Yourself and Your Place in the World (Literary Focus)</strong>&lt;br&gt;Sequence 4 Cover Sheet&lt;br&gt;Assignment 4.1: Short Story (Process and Product)&lt;br&gt;Self-Assessment of Assignment 4.1</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Submission</th>
<th>Assignments You Will Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>Sequence 5: The Many Forces That Influence People—Novel Study</strong>&lt;br&gt;Sequence 5 Cover Sheet&lt;br&gt;Assignment 5.1: Response Journal&lt;br&gt;Assignment 5.2: Telephone Discussion&lt;br&gt;Self-Assessments of Assignments 5.1 and 5.2</td>
</tr>
<tr>
<td>6</td>
<td><strong>Sequence 6: More Influential Factors In Our Lives—How the Values of Friends and Peers Affect Us (Transactional Focus)</strong>&lt;br&gt;Sequence 6 Cover Sheet&lt;br&gt;Assignment 6.1: Essay&lt;br&gt;Self-Assessment of Assignment 6.1</td>
</tr>
<tr>
<td>7</td>
<td><strong>Sequence 7: Changemakers of Today—People Who Influence Our World</strong>&lt;br&gt;Sequence 7 Cover Sheet&lt;br&gt;Assignment 7.1: Changemaker Presentation&lt;br&gt;Self-Assessment of Assignment 7.1</td>
</tr>
<tr>
<td>8</td>
<td><strong>Sequence 8: The Showcase Portfolio</strong>&lt;br&gt;Sequence 8 Cover Sheet&lt;br&gt;Assignment 8.1: The Showcase Portfolio&lt;br&gt;Self-Assessment of Assignment 8.1</td>
</tr>
<tr>
<td></td>
<td><strong>Remember to check for the submission symbol, as on occasion you are required to submit some of the preparatory work leading up to the sequence assignment. You also have the option of sending the process work with the star symbol (⋆) to your tutor/marker.</strong></td>
</tr>
</tbody>
</table>

**How to Submit Assignments**

In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you mail something, you must include the print version of the applicable Cover Sheet (found at the beginning of each sequence).

- **Electronic submission:** Each time you submit something electronically, you must include the electronic version of the applicable Cover Sheet. You can use the Cover Sheets available on Blackboard Learn at [https://bblearn.merlin.mb.ca](https://bblearn.merlin.mb.ca) or you can scan the Cover Sheet located at the beginning of each sequence.

Complete the information at the top of each Cover Sheet before submitting it along with your assignments.
Submitting Your Assignments by Mail

If you choose to mail your completed assignments, please photocopy/scan all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

ISO Tutor/Marker
555 Main Street
Winkler MB R6W 1C4

Your tutor/marker will mark your work and return it to you by mail.

Submitting Your Assignments Electronically

Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. You can also obtain this information in the Grading and Evaluation section of the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/assignments.html.

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.

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The Independent Study Option office does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

Submitting Your Audio-Recorded Assignment(s)

In Assignment 7.1 you have the option of recording your work and submitting the audio recording to your tutor/marker.

You can obtain information about audio-recording options in the Grading and Evaluation section of the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/assignments.html.

If you would rather complete the oral assignment in a phone conversation, contact your tutor/marker to schedule a suitable time to do this.
Graphics or Icons

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.

**Assignment/Written Assignment:** Complete an assignment. You will submit your completed assignments to your tutor/marker for assessment at the end of every sequence.

**Process Work and Assignment File:** File your completed process work and assignments until you have finished this course.

**Audio or Video Recording:** Use a recording device to record your response.

**Checklist:** Use the checklist to keep track of the completion of your work.

**Internet:** Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.

**Interview:** Conduct an interview. Take notes and/or audio record the session.

**Process Work:** Complete the process work. This will help you to review or practise what you have learned and to prepare for an assignment or the midterm progress test. You will not submit process work to your tutor/marker.

**Learning Partner:** Ask your learning partner to help you with this task.

**Lesson Focus/Specific Learning Outcomes (SLOs):** Note that these SLOs are addressed within the lesson.

**Listening:** Listen attentively.
Mail or Electronic Submission: Mail or electronically submit your completed assignment(s) to your tutor/marker for assessment at this time.

Metacognition: Reflect on your thinking process.

Note: Take note of and remember this important information or reminder.

Phone or Email: Telephone or email your tutor/marker.

Portfolio: Save course work for your Showcase Portfolio.

Reading: Set aside some time for reading.

Representing: Use your hands. Be creative.

On the Road: Preview the summary of steps to reach your destination, the sequence assignment.

Final Destination: Complete your sequence assignment.

Test: Take your midterm progress test at this time.

Think: Think about this idea.
**Viewing:** Take time to look at this.

**Writing/Reflective Writing:** Use the writing process. Reflect on your learning in writing.

Remember: If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!
Sequence 1: Starting with Yourself as a Learner
SEQUENCE 1:
STARTING WITH YOURSELF AS A LEARNER

Sequence Overview

In this sequence, you explore some aspects of your previous learning experiences. You explore how people learn and discover your most effective learning styles. You also determine your skills and strengths as a language arts learner and consider areas for future development. You begin to collect process work, and you complete Assignment 1.1: Letter.

Introduction

In this sequence, you will learn about learning. If you want to learn well, you must understand what helps you to learn and what you can do to make learning more accessible. This means you will have to think about your past learning experiences and explore different aspects of those experiences to determine the best possible approach for you.

There are four lessons in this sequence. The work that you complete in this sequence will prepare you for Assignment 1.1, the writing of a formal letter to your tutor/marker about what you have learned about yourself while completing each of the lessons. The letter will be submitted when you complete this sequence.

Note: You may wish to photocopy your assignments before handing them in.

Your destination is writing a formal letter outlining information about how you learn and your current skills and goals for Grade 10 English Language Arts.

Here’s how you will get there.

1. You will complete a multiple intelligence chart (what you “naturally” do well and what areas you don’t feel comfortable with); you will consider the pluses and minuses of various learning experiences and how these can be of use to you as you work through this course. (Lesson 1)
2. You will outline what areas come easily to you in English language arts and which ones are more challenging; you will create goals and strategies for what you hope to accomplish this year. (Lesson 2)

3. You will review business letter format. (Lesson 3)

4. You will review techniques for improving and polishing your letter. (Lesson 4)

Destination reached: By following steps 1 to 4 you will have written an effective formal letter.

Sequence Checklists and Assessment Forms

There are checklists and forms at the beginning of each sequence.

1. The Cover Sheet is used by your tutor/marker and the Independent Study Option office to track the assignments you have submitted for each sequence.

2. The Sequence Checklist is to help you monitor your progress through the sequence and ensure that you complete and submit the required work for review by your tutor/marker. Complete the checklist as you work through the sequence.

3. The Self-Assessment form for your assignment is used to assess your achievement during and after completion of the assignment. The tutor/marker will also use this form.
Lesson 1: Remembering Learning Experiences

Learning Experience

Learning goes on throughout our lives. We learn not only in various courses and classes but also in our day-to-day lives. Different people learn in very different ways. This can be due, in part, to differences in abilities and in personality.

Many studies about different learning abilities or styles have been done in recent years. One researcher, Howard Gardner, has determined that people have at least eight different kinds of intelligence.

You will complete a multiple intelligence chart (what you “naturally” do well and what areas you don’t feel comfortable with); you will also consider the pluses and minuses of various learning experiences and how these can be of use to you as you work through this course.

Process Work 1.1

Part 1: Multiple Intelligences

Read about seven of Howard Gardner’s multiple intelligences on page 9 of ResourceLines 9/10. The eighth one that Gardner more recently added to his theory is naturalistic intelligence, which includes such abilities as observing, recognizing, and categorizing different species of plants and animals.

People vary a great deal in the kinds of intelligences they use—for example one person may be extremely intelligent in a visual-spatial way, able to rotate shapes mentally and draw them accurately from all angles, but not very proficient at using language. Another person may be a brilliant musical composer (musical intelligence) but may not be able to understand the feelings of people around him/her (interpersonal intelligence).

Complete the chart entitled Multiple Intelligences on page 13 of this sequence. The types of multiple intelligences are listed in the first column. In the second column, record your perception of your skill in this area with reasons to back up your perception. Provide an example of each ability in the third column.
The following entry is an example:

<table>
<thead>
<tr>
<th>Multiple Intelligence</th>
<th>Perception of Ability</th>
<th>Example of Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatial Intelligence</td>
<td>I don’t think I’m very good at this because I always have trouble following diagrams and maps. I need written instructions.</td>
<td>When I tried to build a birdhouse in 4-H the side wouldn’t open because I nailed the flap in the wrong place.</td>
</tr>
</tbody>
</table>

File your work in a safe place.

**Learning Styles**

Related to this idea of multiple intelligences are different learning styles. Some people learn best visually, by seeing something demonstrated or written down or mapped out (visual learners). Some learn best by hearing information spoken (auditory learners). Others learn best by physically acting out or tracing or walking through the information or skill to be learned (kinesthetic learners). In addition, some learners learn best alone in the quiet; others learn best around lots of other people and sound.

It is important to know how you learn best so you can take advantage of appropriate learning opportunities, create or seek out more opportunities, and/or try to improve in areas where you do not already naturally learn well.

**Other Factors**

In addition to natural learning styles and abilities, other factors, such as the motivation behind learning or the energy level or mood of the learner, can affect the success of a learning experience. For example, even if you have no natural inclination toward mechanical work, you may very quickly learn to change the oil in a car if that is the only way your parents will let you own a vehicle. Some people even learn better at different times of the day.

In this lesson, you will examine a positive and a negative learning experience to determine the kinds of conditions under which you learn best. In this way, you will gain intrapersonal knowledge about your learning so you can capitalize on various learning opportunities.
### Multiple Intelligences

<table>
<thead>
<tr>
<th>Multiple Intelligence</th>
<th>Perception of Ability</th>
<th>Example of Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>logical-mathematical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spatial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>musical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bodily-kinesthetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interpersonal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intrapersonal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>naturalistic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 2: A Positive Learning Experience

You read in the Introduction to this course about general and specific learning outcomes. You may want to reread this section of the Introduction and Appendix A. As you work your way through this course, you will be impressed by the number of outcomes you will cover in this course.

Below are the specific learning outcomes for the process work in this lesson. They have been customized to the particular process work you will be doing.

How effectively can you

1.2.1 gain understanding of yourself as a learner by assessing connections between new ideas presented in this lesson with what you previously knew

1.2.3 gain understanding of yourself as a learner by making connections between the ideas presented and the experiences you and others have encountered

2.1.1 apply your knowledge and learning experiences to develop your own ideas about yourself as a learner

4.1.1 generate and combine ideas from your personal learning experiences to bring into focus the topic of you as a learner

4.1.3 organize your ideas following the structural patterns (charts, guided questions) provided in this lesson

Think about one positive learning experience you’ve had. This should be an example of direct learning (how to skateboard, do a card trick, make a pizza, etc.), rather than an experience from which you indirectly learned something.

Read the following description of a learning experience written by a 16-year-old student.

I learned how to change the tire on a car. My dad taught me how to do this one Saturday. We put the car in the driveway of our house and he got out all the necessary tools. I had to learn to do this because I wanted my driver’s licence and my dad said that I couldn’t get it until I could change a tire. He said I needed to know this in case I got a flat when I had the car out by myself. I listened to what my dad said, and I watched him do it. Then my dad let me try by myself, and he gave me hints and reminders about what to do next. My dad didn’t yell even if I was about to make mistakes. He helped me learn.
Now, it is your turn to recall a positive learning experience. Recall an experience in as much detail as possible.

Answer the following questions about this experience. Remember to use a direct learning experience. You may use point form.

1. What did you learn (e.g., information, ideas, a new or different point of view, a skill, a strategy)?
2. Who else was involved, if anyone (e.g., a friend, a teacher, a parent or relative, a stranger)?
3. Where were you (e.g., at home, at school, inside, outside)?
4. Why did you learn what you learned (e.g., a personal goal, for personal interest, to be more independent)?
5. What did you do to help yourself learn (e.g., did you read something, watch something, write something, listen or talk to someone)?
6. When did you learn this (e.g., morning, afternoon, evening, summer, winter, fall, spring, recently, a long time ago)?

File your work in a safe place.

Part 3: A Less-than-Positive Learning Experience

Think about one learning experience that was unpleasant for you. It should be a specific situation in which you learned something but did not enjoy the learning process.

Here is a description of a less-than-positive learning experience from the same student.

I had to learn to factor in algebra class. There were lots of other kids in the class with my math teacher. I had to learn this factoring stuff for the test because if I didn’t pass the test I’d get grounded and I just got my licence. I memorized and listened and I tried it myself and couldn’t get it. I felt stupid because all the other kids were understanding it. I had to put my answers on the board and everybody snickered and Mr. Smith was really sarcastic, and I felt really dumb. I’m not good at math but neither was my dad. Finally my friend Carol helped me. She didn’t laugh at me and I passed the test. That was last month. I sure hope she will help me for the test this month.
It is now your turn to recall the details of a negative learning experience in as much detail as possible.

Answer the following questions about this experience. Remember to use a direct learning experience. You may use point form.

1. What did you learn (e.g., information, ideas, a new or different point of view, a skill, a strategy)?

2. Who else was involved, if anyone (e.g., a friend, a teacher, a parent or relative, a stranger)?

3. Where were you (e.g., at home, at school, inside, outside)?

4. Why did you learn what you learned (e.g., a personal goal, for personal interest, to be more independent)?

5. What did you do to help yourself learn (e.g., did you read something, watch something, write something, listen or talk to someone)?

6. When did you learn this (e.g., morning, afternoon, evening, summer, winter, fall, spring, recently, a long time ago)?

File your work in a safe place.

Part 4: Comparing Learning Experiences

Review the notes you made about your positive and negative learning experiences.

Remove the Comparing Learning Experiences chart on page 19 of this sequence. Complete the chart by writing in the following information about your positive and negative learning experiences:

- location
- time of day
- people involved
- reason for learning
- how you felt about the learning activity
- what you did to help you learn
- which of the language arts (reading, writing, talking, listening, viewing, representing) were involved

Examine the information about your positive and negative learning experiences. What conclusions can you draw about how you learn best, based on your information? Write these conclusions in the third column on your chart. Be certain to file your work.
### Comparing Learning Experiences

<table>
<thead>
<tr>
<th>Location</th>
<th>Time of Day</th>
<th>People Involved</th>
<th>Reasons for Learning</th>
<th>Attitude toward the Learning Activity</th>
<th>What You Did to Help You Learn</th>
<th>Which Language Arts Were Involved (reading, writing, viewing, representing)</th>
</tr>
</thead>
</table>

**Positive Experience**

**Negative Experience**

**Conclusions about How I Learn**