



SCOPE & SEQUENCE




GR. 10 – ENGLISH 10



Student Task

GRADE 10: English 10**NOVEL: To Kill a Mockingbird****TASK: Novel Study – Character Analysis****PRODUCTIVITY TOOL: Word Processor****TIMELINE: 2 Classes****LEVEL OF DIFFICULTY: ☺☺ Average**

Students will be given a choice of assignment for their analysis of the characters in the novel *To Kill a Mockingbird* by Harper Lee.

-  Astrology Signs – Read brief descriptions of the various sun signs and determine which astrological sign three of the main characters might be. Write an explanation of why the character might fit the sign, drawing on actions, dialogue, attitudes and thoughts from the novel.
-  Awards – Create awards for three characters in the novel and write the speech that would be made by each of the presenters.
-  Character Alphabet – Using the 26 letters of the alphabet and examples from the book, students will write a character analysis about a character from the novel.




ICT Outcomes

The learner will:

- C1** 4.4 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues
- F2** 4.1 use technology outside formal classroom settings
- F4** 4.1 discriminate between style and content in a presentation
- P1** 4.1 continue to demonstrate the outcomes achieved in prior grades and course subjects (*in this case: font size, font style, columns/graphic layout*)
- P3** 4.3 apply general principles of graphic layout and design to a document in process






Curriculum Outcomes

GRADE 10: English 10



NOVEL: To Kill a Mockingbird

TASK: Novel Study – Character Analysis


Concept 1, Bullet 2

-  identify and limit a topic with some assistance from class discussion or teacher suggestion and select material appropriate to his/her subject, purpose and audience from ideas generated during pre-writing activities


Concept 2, Bullets 1 and 3

-  write an introduction which leads the reader directly to the topic
-  use various methods of development such as reasons, examples, descriptive details and illustrations


Concept 3, Bullet 3

-  revise, where appropriate, his word choice and sentence structure


Concept 4, Bullet 3

-  use clear, functional prose when his purpose is utilitarian, such as when writing a report or a literary criticism


Concept 6, Bullet 6

-  understand that the study of literature involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; possible sharing of one's response with others orally or in writing; and, where appropriate, a personal, social, or critical evaluation


Concept 8, Bullet 1

-  read literature for the enjoyment and stimulation of the imagination it provides, as well as for an understanding of its content and emotional appeal

Concept 12, Bullet 2

-  infer the motive for a character's behavior and judge the plausibility of character change

Concept 15, Bullet 3

-  use skimming as a rapid reading technique and use scanning as a process for quickly locating information

