

English Language Arts 30-1

Mayerthorpe Jr. Sr. High School

Course Outline 2019-2020

Semester One

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Google Classroom code: qt2m8x

ELA Course Description

The aim of the English Language Arts program is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.

Communication is essential because each person has the right to be understood by others. Expressing yourself appropriately is half of the process of communication: being able to listen with understanding is the other half.

RESOURCES/TEXTS/SUPPLIES

1. Textbook: **Imprints 12** (Anthology)
2. Novel Study - **Night**
3. Shakespeare - **Hamlet**
4. Modern Play - **A Streetcar Named Desire** or **Death of a Salesman**
5. Senior High Writing Handbook, compiled by MHS
6. Independent Novel Studies (daily reading) from course list
7. TBA Film(s)/Documentaries
8. Teacher Provided Resources

MATERIALS

Students are required to bring to each class:

- binder with lined paper
- writing utensil (blue or black pen, or pencil)
- highlighter
- post-it notes
- assigned textbook
- coil book or duo tang for planning and writing (writing workshops)

Upon arrival, any other supplies will be listed on the board and must be obtained immediately from their lockers.

English Language Arts 30-1: Outcomes & Assessments:

The English Language Arts 30-1 curriculum includes five general learner outcomes. **Upon completion of this course, participants will be able to:**

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

The general outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences. The goal is to build upon and maintain the students ability and talent in the English language arts program. **A variety of formative and summative assessments, as well as tests and quizzes, will be used to meet each outcome.**

Major assessments will be both **writing compositions** and **reading comprehension** tests throughout the year.

The chart below outlines the specific learning outcomes assessed.

Writing (Paragraphs, Letters, Short Stories, Essays)

- Construct meaning from text and context
- Understand and appreciate textual forms, elements, and techniques
- Respond to a variety of print and non-print texts
- Determine inquiry or research requirements and follow a plan
- Develop and present a variety of print and non-print texts
- Improve thoughtfulness, effectiveness, and correctness of communication

Categories of Assessment

1. **Thought** - The student is required to identify the audience and purpose for writing. The student is required to develop relevant and supported ideas by reflecting upon prior knowledge and/or experience in order to explore/examine the text(s) studied.
2. **Support**: The student is expected to form generalizations and synthesize ideas by integrating provided information with prior knowledge and to support the position/examination with relevant and consistent detail.
3. **Format** - The student is required to develop a coherent, unified composition by choosing an appropriate method and shaping the discussion to create a unifying effect and convincing voice for composition.
4. **Matters of Choice** - The student is required to demonstrate a repertoire of stylistic choices and vocabulary in a deliberate, precise, and controlled manner.
5. **Matters of Correctness** - The student is required to write clearly and correctly, while appropriately applying the rules and conventions for written language

Reading Comprehension Exams are:

- assessments of students' ability to read a variety of literary texts closely. Critical reading and thinking skills; understanding of vocabulary; appreciation of tone and literary and rhetorical devices; understanding of the purpose and effect of writers' choices; and appreciation of human experience and values reflected in literature will be assessed.
- Construct meaning from content and context, and engage contextual knowledge
- Relate textual forms, elements, and techniques to content, purpose, and effect
- Connect self, culture, and setting to text and text creators

Levels of Analysis

1. **Form literal understandings** - Students construct meaning by interpreting ideas and details pertaining to setting/ atmosphere/context, character/narrator/ speaker (actions, motives, and values), conflict, and events.
2. **Infer, apply, and analyze** - Students use contextual clues to determine the denotative and connotative meaning of words, phrases, and figurative language. Students identify and analyze the text creator's choice of form, tone, point of view, organizational structure, style, diction, rhetorical techniques, text features, and conventions.
3. **Assess and form generalizations** Students draw conclusions and make generalizations by integrating information in order to identify the tone, purpose, theme, main idea, or mood of a passage.

TIMELINE of MATERIAL

5 weeks and Throughout	Writing Studio: Reading and writing as a writer Non-fiction, Visual literacy, and Media
4 weeks	Poetry and Short Story
4 weeks	Shakespeare
3 weeks	Modern Play
Throughout	Independent reading
Final Exam	Final Exam and Review

English Assessment in class

Assessment for Learning
Minor Assignments /Terminology quizzes
Major Assignments/Projects
Writing (Essays and Personal Response)
Comprehension Quizzes and Tests
Diploma:

out of 100% but worth 70% of mark

No Weighting
15%
15%
35%
35%
30%

Part A (January 13, 2020) Monday

Part B (January 23, 2020) Thursday

STUDENT ASSESSMENT:

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. **Assessment of Learning (Summative Assessment)** the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

When the teacher's professional judgment indicates the student is in a position to demonstrate learning on a summative assessment with greater success than the initial attempt, such an alternative or additional summative assessment will be provided at a time agreed upon by the student and the teacher.

GRADE DETERMINATION:

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

Final grade determination: Grade will be based on the accumulation of term grade evidence and a final examination administered at the end of the course (this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

APPEALS PROCESS

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and the student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

EXPECTATIONS OF THE STUDENT:

General Classroom Rules:

- Follow all school rules and expectations within the classroom as well as in the hallway before, during and after class time.
- Show respect to others within the classroom.
- Be prepared for class.
- Students are responsible for cleaning up after themselves while in the classroom.
- Cell phones and other personal electronic devices are not allowed in the classroom. Listening to music may be allowed during a work period with teacher approval on the

Assignments/Projects Rules

- Complete all assignments to the best of your ability and the standard provided by the teacher.
- It is the student's responsibility to make up missing or incomplete assignments due to a late or absence.
- If a student is not handing in his/her assignments in a timely manner, parents will be contacted, and the student may be required to attend a noon hour detention. Continuing to not hand in assignments may result in School Administration becoming involved.

Tests/Quizzes/Essays Rules

- If a student is away on the day of a test, quiz or essay, then they will write it immediately on their return.
- All tests, quizzes and essays are singular events that **MUST** be completed in the prescribed time frame. Students will not be given extra time unless *pre-approved* by the teacher.

Plagiarism Rules

- Plagiarism is defined as: wrongfully using another's language, thoughts, ideas or expressions as your own. This includes, copy and pasting from the internet, and copying from another student in the class.
- It is **unacceptable** that students plagiarize OR cheat. Such actions are considered a discipline issue.
- Student will be evaluated based on any evidence of work completed by him/her within the plagiarized piece.
- Parents will be notified of the event. If behaviour continues, a meeting with administration will occur.
- If you are unsure, then you should ask the teacher, or reference the ideas/thoughts that you are using.

Lates and Attendance Policies

Late Policy: Students must be on time for class. They are expected to be in class at the bell. Students that miss 25% of the class will be marked absent. (10 min for 40 min class, 20 min for 80 min class)

Students who are consistently late or have poor attendance will receive contact home and possible meetings with administration, to ensure their success.

Digital Citizenship

Because we will be frequently using Google Classroom, NGPS emails, computer labs, laptops, and tablets, students must also abide by the digital citizenship agreement (Administrative Procedure 140) with Northern Gateway.

If student abuses the privilege, he/she will be required to complete work other ways (example: pen and paper). Reminder: personal devices are banned and will be dealt with according to the student agenda policy.