

English Language Arts 30-2 and 30-4

**Mayerthorpe Jr. Sr. High School
Course Outline 2020
Semester Two**

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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.

Education in Alberta aims to honour cultural diversity and promote intercultural understanding. Students are able to build on foundational knowledge about First Nations, Metis and Inuit peoples. The program of studies provides opportunities for students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit.

RESOURCES/TEXTS/SUPPLIES

1. Textbook: **Passages 12** (Anthology)
2. Nonfiction: **Night**
3. Novel Study: **The Art of Racing in the Rain**
4. Modern Play - **A Streetcar Named Desire**
5. Senior High Writing Handbook, compiled by MHS
6. TBA Film(s)/Documentaries
7. Teacher Provided Resources including Daily Reading

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)

English Language Arts 30-2 and 30-4: Outcomes & Assessments:

The English Language Arts 30 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, 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

- **Thought and Support** - The student is required to demonstrate an understanding of the topic using a literary example that relates to the student's ideas. The support must explain and/or clarify the response.
- **Form and Structure** - The students must demonstrate the development and maintenance of a controlling idea or unifying effect. The response is to include a coherent, shaped, and concluded discussion in response to the assignment
- **Matters of Choice** - The student is required to demonstrate stylistic choices and vocabulary in a deliberate, precise, and controlled manner in order to demonstrate effective communication and voice.
- **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

- **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.
- **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.
- **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

4 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	Class Novel study
4 weeks	Modern (Shakespeare if time)
Throughout	Independent Reading (including an independent novel study)
Final Exam	Final Exam and Review

English Assessment (70% of final grade)

Minor Assignments /Terminology quizzes	15%
Writing and Projects	45%
Comprehension Quizzes and Tests	40%

Diploma Exam (30%)

June 10, 2020 Part A Written

June 19, 2020 Part B Reading Comprehension

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)** is 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.

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 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 (including bluetooth airbuds) are not allowed in the classroom. Listening to music may be allowed during a work period with teacher approval on the chromebooks provided.

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 timeframe. Students will not be given extra time unless preapproved by the teacher.

Assignments/Projects Rules

- Complete all assignments to the best of your ability and the standard set 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 their 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.

Plagiarism Rules

- Plagiarism is defined as: wrongfully using another's language, thoughts, ideas or expressions as your own. This includes, copying 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.
- The 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

Digital Citizenship

Because we will be frequently using assigned Chromebooks, Google Classroom, and NGPS emails, 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.