

# COURSE OUTLINE

## **English Language Arts 10-2**

2022-2023

Mrs. Sydne Osadczuk

### **Contact Information:**

Room: 115

Telephone: 780.786.2624

Email: [sydne.osadczuk@ngps.ca](mailto:sydne.osadczuk@ngps.ca)

Google Classroom Code: 33uv3uu

### **Course Description:**

There are two basic aims in senior high school English language arts. One is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. The second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

Education in Alberta aims to honor 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.

### **Course Curriculum Outcomes:**

The program of study focuses on five general outcomes, as a foundation for high school English language arts. We will be incorporating these into six units of study we will work through in this course. The main ideas are as follows:

1. Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
2. Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia form, and respond personally, critically and creatively.
3. Students will listen, speak, read, write, view and represent to manage ideas and information.
4. Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
5. Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

## Required Materials:

Students are required to bring to each class:

- A binder with lined paper or notebook
- A pen or pencil
- Highlighters
- Assigned book or textbook
- Throughout the school course, students may be asked to bring in other materials for various projects.

## Course Topics/ Units:

Unit of Study	Timeline
Short Stories	3 weeks- <i>September</i>
Poetry	2 weeks - <i>September to October</i>
Modern Drama	3 - 4 weeks- <i>October</i>
Novel Study	4 weeks - <i>November</i>
Persuasive Writing	2 weeks - <i>December</i>
Film & Media Study	3 weeks- <i>January</i>

*\*The time frame is a tentative outline. The time frame of units may shift slightly throughout the year.\**

## Texts:

Students will study a variety of texts that are selected by their teacher to meet the requirements of the Alberta English language arts curriculum and to engage students' interests. The text list below is subject to change and will be supplemented by a variety of other texts.

**Novel:** Deathwatch by Robb White

**Feature Film:** The Breakfast Club & The Truman Show

**Modern Drama:** Kim's Convenience

**Short Fiction, Poetry, Visual and Multimedia Texts, and Popular Nonfiction:** A variety of these texts will be chosen in each category to address themes and ideas in each unit of study.

## Course Evaluation and 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.

**Formative** = practice that is gained while learning 0%

**Summative** = evidence used to assess understanding 100%

Final Exam	Final assessment of English Language Arts outcomes.	20%
Assignments	Assignments include major writing pieces (essays, responses, speeches, etc.) and projects. Writing assignments are used to assess students ability to construct meaning from text, thoughts and ideas, support, organization, and correctness/ conventions.	45%
Unit Tests/ Comprehension Tests	Unit tests will address <b>ALL</b> the outcomes of each unit. Students will be given a minimum 3 days' notice before a test. Comprehension tests assess students' ability to read and analyze texts closely and carefully.	20%

Quizzes/ Minor Assignments	Quizzes and minor assignments are designed to check student understanding of current topics. These check in's will cover small topics and will occur on a frequent basis. Minor Assignments may include short paragraph responses and daily work.	15%
Formative	There will be a variety of formative assessments given throughout the semester. These activities provide teachers and students with valuable tracking information about academic progress and where to focus their efforts for improvement.	0%

**It is strongly recommended that students and parents/ guardians regularly check student progress on powerschool, addressing any questions or concerns as soon as they arise.**

**The Final Mark/Grade:**

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final mark/grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level 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.

Please see the student agenda for more detailed appeals information.

**Rewrite Policy:**

Rewrites will only be allowed on unit tests and large unit assessments/projects. In order the receive a rewrite the following criteria must be met:

- All assignments from the unit of study must be completed and handed in
- The study guide must be completed (where applicable)
- The rewrite must occur within one week of the original exam unless otherwise discussed with Mrs. Osadczuk.

Rewrites will occur before school, at lunch or after school, not during class time so as to not disturb further learning. The highest of the two grades will be recorded for reporting.

### **Classroom Expectations:**

#### **a. Respect:**

- i. Respect teachers and peers - it is essential to create a positive learning environment where everyone can feel safe and have an opportunity to learn. This includes listening when others are speaking, remaining on task during class time, and avoiding distractions such as technology.
- ii. Respect the environment- ensure the environment in which we learn is clean by picking up after yourself

#### **b. Responsibility:**

- i. Work ethic and homework completion - to ensure success in any course students are expected to try their best and complete all assigned tasks
- ii. Missed days - students are responsible for catching up on missed work/ assignments, tests and quizzes will be written the day students return.
- iii. Communication - You may contact your teacher to discuss how you are doing in the course, concerns should be addressed before big problems arise/ report cards

#### **c. Readiness:**

- i. Students must come to class prepared with all required material and a ready to learn attitude
- ii. Students must prepare for assessments and regular homework checks
- iii. **Due dates:** reasonable due dates will be set and it is expected they be followed, it is understood that situations arise where exceptions can be made as long as students make arrangements in advance.

### **Late Policy:**

Students must be on time for class. Students that miss 25% of class will be marked absent. (20 minutes for an 80 minute class)

### **Bus Days:**

In the event of buses not running; I will run a drop in google meet scheduled during regular time. This will be time to ask questions, clarify concepts, work on assignments, have group discussions, etc. No new material will be covered but dependent on the frequency of this situation this could change.

