



## Mayerthorpe Jr/Sr High School

**COURSE: English Language Arts 20-1**

**Year: 2022-23**

**Teacher: Mr. Gabriel Koble**

**Google Classroom Code: 4nc3snu**

### **COURSE DESCRIPTION:**

There are two basic aims of senior high school English Language Arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A 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. By studying works of literature, students come to understand how text creators use language to produce effects, such as suspense, humour and pathos, and to create multiple layers of meaning. By studying the craft of text creators, students develop their own creative and cognitive abilities.

The senior high school English language arts program highlights six language arts—listening, speaking, reading, writing, viewing and representing. Senior High School students engage all six Language Arts as they study texts and as they create their own texts in relevant situations for a variety of purposes and audiences. All of the Language Arts are interrelated and interdependent; facility in one strengthens and supports facility in the others.

### **ELA CURRICULUM: GENERAL OUTCOMES**

- ★ Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- ★ Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
- ★ Students will listen, speak, read, write, view and represent to manage ideas and information.
- ★ Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
- ★ Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

**STUDENTS WILL STUDY ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS**

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
<b>EXTENDED TEXTS</b>	Novel	1 of the 2 Required	Required	1 of the 2 Required	1 of the 2 Required	Required	1 of the 2 Required
	Book-length Nonfiction		1 of the 2 Required			1 of the 2 Required	
	Feature Film	Required		Required	Required		
	Modern Play	1 of the 2 Required		Encouraged	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
	Shakespearean Play		Required	Required			
<b>SHORTER TEXTS</b>	Poetry (including song)	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Short Story	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Visual and Multimedia Text *	Required	Required	Required	Required	Required	Required
	Essay	Required	A Variety Required	A Variety Required	Encouraged	Encouraged	Required
	Popular Nonfiction **	Encouraged	Encouraged	Required	Required	A Variety Required	A Variety Required

★ Visual and Multimedia Text includes short films, video clips and photographs.

★★ Popular Nonfiction includes news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing.

**Text Study**

Based on the requirements from Alberta Education as noted above, students in ELA 20-1 will have the opportunity to study a variety of shorter and extended texts. Through the content-based framework provided by these texts, students will create a variety of responses to texts throughout the year to best prepare them for their final exam, including those that are highlighted on the following page:

**STUDENTS WILL CREATE A VARIETY OF RESPONSES . . .**

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
PERSONAL RESPONSE	• to texts	Emphasis Required	Emphasis Required	Emphasis Required	Required	Required	Required
	• to contexts	Required	Required	Required	Emphasis Required	Emphasis Required	Emphasis Required
CRITICAL/ANALYTICAL RESPONSE	• to literary texts	Required	Emphasis Required	Emphasis Required	Encouraged	Required	Required
	• to other print and nonprint texts	Encouraged	Required	Required	Required	Emphasis Required	Emphasis Required
	• to contexts	Required	Required	Required	Required	Required	Required

**. . . USING A VARIETY OF PRINT AND NONPRINT FORMS**

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
PROSE	Narrative Forms (Factual and Fictional)	Required	Required	Required	Required	Required	Required
	Informative and Persuasive Forms★	Required	Emphasis Required	Emphasis Required	Required (including reports)	Emphasis Required (including proposals)	Emphasis Required
POETRY		Required	Encouraged	Encouraged	Required	Encouraged	Encouraged
SCRIPT		Encouraged	Required	Encouraged	Encouraged	Required	Encouraged
ORAL/VISUAL/MULTIMEDIA PRESENTATION★★		Required	Required	Required	Required	Required	Required

★ Informative and Persuasive Forms include essays, commentaries, articles and reviews.

★★ Oral/Visual/Multimedia Presentation includes readers' theatre, demonstrations and prepared speech.

- ✓ **Novel Study (William Golding's *Lord of the Flies*):** September 6-October 3, 2022
- ✓ **Short Stories (Selected from Imprints 11, additional resources):** October 3-October 21, 2022
- ✓ **Poetry Focus (Selected from Imprints 11, additional resources):** October 24-November 4, 2022
- ✓ **Film Genre Study ('The Western'):**  
November 7-18, 2022
- ✓ **Dramatic Focus (Shakespeare's *Macbeth*):** November 21-December 23 2022
- ✓ **Final Exam Preparation & Review (Part A&B):** January 9-TBD

## **ASSESSMENT OF LEARNING (Summative Assessments)**

- Projects or Performance Tasks
- Written Assignments (Essays, Stories, etc)
- Reading Comprehension and Response Activities (Journals, Written Responses, etc)
- Unit Tests

## **INSTRUCTIONAL METHODOLOGIES**

Teaching methodologies will be varied and adapted to student needs. They will include, but are not limited to, the following:

- Discussions, brainstorming, listening and visualizing
- Creating and analyzing videos, film studies
- Group work, projects, reading aloud
- Independent research, internet research, guided reading, graphic organizers
- Response and personal journals, writing and analyzing short stories, writing and analyzing poetry
- Teacher-student conferences
- Student self-assessment, peer assessment, rubric creation
- Persuasive writing, critical analysis, visual responses

## **RESOURCES/TEXTS/SUPPLIES**

- Imprints 11 Textbook
- *Lord of the Flies* - William Golding - Novel
- *Macbeth* - William Shakespeare - Play
- Various films, news articles, or essays to support novel studies

In addition to the student resources outlined above, all of which are provided by the school, students are also required to have the following school supplies available for use in class:

- Binder
- Loose leaf paper
- Black/blue and red pens
- Pencil crayons or markers

## **TEACHER EXPECTATIONS**

- Arrive to class on time and prepared - attendance and late policies in effect
  - Students arriving late after 25% of class time has already elapsed will be marked as absent for that period/block.
- Engage in class discussions and projects appropriately and collaboratively
- Hand in homework on time and utilize the Google Classroom as a learning tool

- Respect yourself as well as others. Strive to be a good human being, student, and citizen.

### **BUS DAYS**

In the event that busses are not running, I will run a drop-in Google Meet scheduled during our regular class time. This provides students with an opportunity to ask questions, clarify concepts, work on assignments, and have guided discussions. No new material is typically covered during bus days, but depending on their duration/frequency this may be subject to change.

### **FINAL EXAMS**

Students will also practice both the written and reading portions of their final exam as a specific element of the course and with dedicated instruction, coaching, and feedback by way of individual conferences. Students are most successful when they have the opportunity to receive direct, personalized feedback on their writing and time is set aside in our course to provide each student with the opportunity to refine their writing skills in preparation for the final exam.

### **COURSE GRADE**

Formative Assessments: Complete / Incomplete

Essays and Stories	30%
Projects and/or Performance Tasks	15%
Journals and Responses to Texts	15%
Unit Tests	20%
Final Exam	20%
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	100% of FINAL GRADE

Credit will be awarded to students achieving a passing FINAL GRADE of 50% or better.

### **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. Assessment is often embedded within the instructional process throughout each unit rather than being an isolated event at the end. Frequently, 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 APPEALS PROCEDURE**

- See Student Handbook