

ENGLISH LANGUAGE ARTS

CONTINUUM/ OVERVIEW

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English Language Arts

Language is a social and human means of representing, exploring, and communicating meaning. Language is a defining feature of culture and an unmistakable mark of personal identity. It is essential to thought and personal expression, to forming interpersonal relationships, and to functioning and contributing within a democratic society. Language is the primary instrument of thought and the primary basis of all communication.

The study of English language arts enables students to understand and appreciate language and to use it competently and confidently in a variety of situations for communication, personal satisfaction, and learning. Students become competent and confident users of all six language arts through many opportunities to listen, speak, read, write, view, and represent in a variety of combinations and through a wide range of relevant texts. In keeping with the literacy demands placed on them, students now learn to read and produce a wide range of texts.

English language arts instruction is concerned with the language uses of expressive (“the language of being and becoming), pragmatic (“the language of getting things done), and aesthetic (expressive language shaped and captured to represent experiences).

At the Grade 11 and 12 levels, the materials are divided as follows:

Transactional	70% Pragmatic/30% Aesthetic
Comprehensive	50% Pragmatic/50% Aesthetic
Literary	30% Pragmatic/70% Aesthetic

The Six Language Arts

English language arts instruction encompasses six strands:

- Reading
- Writing
- Viewing
- Representing
- Speaking
- Listening

Instruction in all six language arts equips students for effective participation in a technological society in which information, communication, arts, and entertainment are increasingly conveyed in language forms other than print.

English Language Arts – Learning Outcomes

Five general learning outcomes serve as the foundation for each of the English language arts curricula. The general learning outcomes are broad statements describing student learning. They are interrelated and interdependent.

The five general learning outcomes are:

1. To explore thoughts, ideas, feeling and experiences

- Consider merits of a range of ideas, observations, opinions, and emotions
- Assess diverse, challenging information and questions and alternative perspectives
- Explore how new knowledge, ideas, experiences, and perspectives reshape understanding of texts

2. To comprehend and respond critically to oral, print, and other media text

- Apply a broad repertoire of appropriate comprehension strategies to monitor and develop texts
- Use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts
- Evaluate the effect of forms and genres on content and purpose
- Create original texts to communicate ideas and enhance understanding of forms and techniques

3. To manage ideas and information

- Determine audience characteristics and needs, topics, and purpose to identify a range of primary and secondary information sources
- Use knowledge of text cues and organizational patterns to extract, infer, synthesize, organize and integrate ideas

4. To enhance the clarity and artistry of communication

- Consider audience, purpose, and context in evaluating and revising drafts to ensure appropriate content and language and to enhance precision, unity, and coherence
- Analyze and edit texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness
- Know and apply capitalization and punctuation conventions

5. To celebrate and build community

- Use language to demonstrate openness and flexibility in working with others; listen attentively and encourage differing viewpoints, use tactful language to disagree and solve problems
- Recognize inclusive, respectful verbal and non-verbal language and appropriate tone
- Evaluate diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self

Assessment and Evaluation

Summative evaluation will be used to determine your grade. Summative evaluation will be categorized and weighted as follows:

Rich Performance Task (RPT) – creative writing, visual representations, presentations

Demonstrations – quizzes, journal responses, grammar sheets, vocabulary activities, small in class assignments that are handed in to show progress, oral reading

Essays – long answer, planned organized structured writing including essays, paragraphs, expository writing, comparative writing, analysis

Project – end of unit final representation of skills learned, group or individual

Tests - unit tests, summative testing

Exam – end of semester Process/Course Exams

Exam Weights

Grade 9 – 15%

Grade 10 – 20%

Grade 11 – 25%

Grade 12 – 30%

Weights for Categories for English on PowerSchool:

Category	Grade 12	Grade 11	Grade 10	Grade 9
RPT	15	20	20	20
Demonstration	10	10	15	20
Essay	15	15	20	20
Tests	20	20	15	15
Exam	30	25	20	15
Project	10	10	10	10

All summative assignments must be completed in order to earn your credit.

Assignments

Summative assignments are those which are designed to showcase your understanding of course content to reveal mastery. Summative assignments are weighted higher than other assignments and fall into the categories of rich performance tasks, essays, projects, tests, and exams. You will need to do

well on these assignments to maintain a passing grade. Demonstration assignments are formative assignments; these assignments are designed to give you practice and to help you prepare for success.

In accordance with the Swan Valley School Division Assessment of Learning Policy, at least 80% of work for summative assessment must be completed by the student in the presence of the teacher.

Late Assignments and Missing Assignments

The Provincial Assessment Policy Kindergarten to Grade 12 states:

“... students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.”

This resource is also available on the Manitoba Education website at:<www.edu.gov.mb.ca/k12/assess/publications.html>.

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. Assignment dates will be clearly stated and noted on PowerSchool. Students should make every effort to complete assignments on time. If a student cannot meet a due date because of exceptional circumstances such as illness, hospitalization, family medical, or emergency situations, he/she must meet with the teacher to establish a timeline for completion.

According to the SVRSS guidelines, the policy for late/missing assignments will apply:

If summative assignments are not complete by the due date, the following steps may be initiated:

- Dialogue with the student and parents regarding the late or incomplete evidence this may occur in a formal meeting to identify if the student requires additional assistance in understanding the material or the assessment task.
- Developing an agreement with the student, parent and the teacher indicating a reasonable date when the student product will be completed and given to the teacher or provide alternate assessment tasks that accommodate diverse learning needs.

If an assignment is not completed and handed in according to the student/parent/teacher plan, and there is no evidence of student learning for that particular learning outcome, teachers will use their professional judgment as to how to respond. This may include a deduction of marks for late or missing assignments; students failing to successfully master the essential learning outcomes during the academic year may be granted an Incomplete (IN) or failing grade.

Once the unit is over, and all the steps have been taken, the assignments for that unit are considered closed. Students will not be permitted to hand in late or overdue assignments once the unit is complete and all the steps have been followed accordingly.

English Language Arts 10F

Course Outline

Language learning is an active process that begins at birth and continues throughout life. We improve our language by using what we have previously learned in new and more complex situations. When we reflect on things about our learning, we are able to incorporate new skills and gain greater insight.

In this English course, you will become more competent and confident in communicating in a variety of different situations. In this course, you will be presented with many opportunities to speak, listen, read, write, view and represent. You will develop a greater understanding and appreciation of language.

The Manitoba English Language Arts Curriculum is based on outcome learning. Each student is expected to demonstrate specific knowledge, skills, strategies, and attitudes by the end of the course. Each unit will address these outcomes.

Outcomes:

We will apply the six language arts (listening, speaking, reading, writing, viewing, and representing) to meet the five general learning outcomes for the English Language Arts. These outcomes include:

1. Explore thoughts, feelings, ideas, and experiences.
2. Comprehend and respond critically to oral, literary, and media texts.
3. Manage ideas and information.
4. Enhance the clarity and artistry of communication.
5. Celebrate and build community.

Content:

Throughout the term, we will cover the following units:

1. Short Stories: Instruction on the short story genre and short story elements.
2. Poetry: an introduction to the poetry genre.
3. Film Study: studying the elements of plot structure.
4. Novel Study: "Of Mice and Men"
5. Independent Novel Study
6. Grammar: focusing on parts of speech, sentence structure, paragraph/essay writing, and sentence diagramming.
7. Julius Caesar by William Shakespeare.

Materials:

- Binder with Loose leaf.
- Pencils, Erasers, Pens, White out
- Pencil crayons, markers
- Standard English Dictionary

Digital Citizenship Policy:

According to the Digital Citizenship Policy 10.52,

“SVSD devices are to be used in the classroom for learning. Students are encouraged to use personal devices as supported by the classroom teacher for positive education benefits and guided classroom instruction. The use of personal devices should promote learning in new and innovative ways.”

Reminder: it is a privilege for students to be able to use their devices in the classroom. Please learn to manage to utilize your device in a respectful manner. Students will be asked to turn their device off or put it away during instructional time. If the teacher, substitute teacher or educational assistant in the classroom feel that the student is distracted during instructional time or the device is interfering with their learning, the student will not be permitted to utilize their device in class and it will be taken away for the duration of the period.

Have a great semester!