

ENGLISH LANGUAGE ARTS CONTINUUM/OVERVIEW

Language is at the heart of who we are – it reflects our culture, shapes our identity, and allows us to connect with others. In this course, you'll explore the power of language, learning how it drives thought, expression, and interaction in our society. You'll gain confidence in using language across various situations, from personal communication to academic learning. By engaging with different types of texts and practicing all six language arts – listening, speaking, reading, writing, viewing, and representing – you'll develop the skills needed to succeed in a rapidly changing world. We'll also dive into language's expressive, practical, and creative uses, helping you become a more versatile communicator.

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 | ○ Representing |
| ○ Writing | ○ Speaking |
| ○ Viewing | ○ 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, feelings, and experiences** - Engage with a range of ideas and perspectives, critically assess information, and understand how new insights reshape texts
- 2. To comprehend and respond critically to oral, print, and other media text** - Develop & apply strategies to comprehend, interpret, and respond to various media, while creating texts that reflect understanding and creativity
- 3. To manage ideas and information** - Identify relevant sources, synthesize information, and organize ideas effectively to communicate with clarity
- 4. To enhance the clarity and artistry of communication** - Revise & edit texts to ensure precision, coherence, and clarity, considering the audience and context, and using appropriate language and conventions
- 5. To celebrate and build community** - Use language to collaborate, respect differing views, and evaluate ideas to enhance understanding within a community

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, journal responses, grammar sheets, vocabulary activities

Demonstrations – small in class assignments, oral reading, class participation, discussion

Organized Writing – long answer, planned organized structured writing including essays, paragraphs, expository writing, comparative writing, analysis, written presentation

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

Tests - unit tests, summative testing, quizzes

Exam – end of semester Process/Course Exams

Weights for Categories for English on PowerSchool:

	Grade 12			Grade 11				
Category	Lit	Comp	Trans	Lit	Comp	Trans	Grade 10	Grade 9
RPT	20	20	25	20	20	25	20	20
Demonstration	20	25	25	20	25	25	25	25
Organized Writing	20	15	10	20	15	10	20	20
Tests	10	10	10	10	10	10	10	10
Exam	20	20	20	20	20	20	15	15
Project	10	10	10	10	10	10	10	10

All summative assignments deemed “mandatory” by the teacher must be completed for the course credit to be earned.

Summative Assessment

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 a teacher.**

If a student is absent when a summative assessment task is given, it is up to the student to be prepared to complete the missed assessment immediately upon returning. Until this happens, a zero for the missed assessment will be recorded.

Assignment Policy:

The Provincial Assessment Policy Kindergarten to Grade 12 states the following:

“... 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.” Manitoba Curriculum Doc. 2011

Staying on Track

Due dates for assignments will be clearly posted in the classroom and on Teams, as well as stated in class. Be sure to check Microsoft Teams regularly to stay informed about upcoming

deadlines and class activities. Late submissions will not be accepted unless we discuss it beforehand. If you miss a deadline, you'll need to talk to me so I can reopen online assignments for you to submit.

Handling Challenges

Life happens, and sometimes meeting a deadline isn't possible due to serious reasons like illness or emergencies. If this occurs, please reach out to me before the due date to discuss an alternative timeline. Until you submit, a zero will be recorded as a placeholder. If you don't follow through, I will reach out to your home.

End of Unit Policy

Once a unit is over, I will no longer accept assignments from that unit. However, if you have an exceptional reason and your work is completed to a satisfactory level, I may assign a mark of up to 50%.

Formative Assessment

Formative tasks will be assigned throughout the semester. These tasks exist to help you become more competent in the areas of reading, writing, speaking, viewing, and representing. Consider formative tasks practice in the mastery of specific skills. Completion of formative tasks will be recorded for informational purposes, but these tasks will not be factored into your grade.

ELA 30S Comprehensive Course Overview

Instructor: J. Bergen

jbergen@svsd.ca

734-4511 (ext. 2219)

ELA Philosophy

In this course, you'll expand your knowledge, skills, strategies, and attitudes to thrive in various communities, from the classroom to the global stage. Through engaging with a variety of texts, you'll gather information, explore different perspectives, and compare ideas to navigate daily information exchanges. You'll learn to critically evaluate language techniques, assess the accuracy and relevance of information, and develop your ability to communicate clearly and logically in both spoken and written forms. This course will equip you with strong communication skills for real-world situations, foster your ability to differentiate between aesthetic and pragmatic language, and enhance your critical thinking through text analysis and interpretation.

Course Outline

This course will include the following units:

1. Multi-genre unit including the following: short stories, folk tales, fables, parables, photos, art, advertising, posters, lyrics, monologues, memoirs, articles, poetry, etc. (Various sources, exam prep materials)
2. Novel study – chosen from: Indian Horse, Bite of the Mango, Maus
3. Shakespeare – Macbeth
4. Grammar study
5. Writing forms

Out-of-Class Work

To stay on track with course expectations, you may have assignments to complete outside of class. Whenever possible, we'll use class time for these tasks, but any incomplete work will need to be finished at home. Assigned readings may also be a part of this out-of-class work, and RTI is an ideal time to tackle these assignments or get additional help.

Attendance

Attendance is crucial, and truanicies will be recorded. The SVRSS attendance policy applies, and absences are considered excused with guardian confirmation.

Expectations

We are all expected to treat one another with respect in the classroom. Come prepared to participate, engage in discussions, and complete your work in an organized manner. Respect is essential for all Educational Assistants, guests, and substitute teachers.

SVSD Digital Citizenship Policy:

According to the Digital Citizenship Policy 203 and Cell Phone Use Policy 230,

“Students [in Senior Years & Post-Secondary] are banned from using personal devices during class time unless directed by the teacher for an education activity. Swan Valley School Division is committed to equitable access to all learning activities by students, so Divisional ICT devices will always be the first option provided to students.”

“The SVSD is not responsible for loss/theft/damages incurred to personal ICT devices including physical or data damage.”

Electronic Device Classroom Policy:

- **Respectful use:** Personal devices (phones, laptops, smart watches, e-readers, tablets, etc.) should be on silent & either in your locker or placed in the classroom's designated safe area at the start of class; headphones/air pods/ear buds must be removed as well
- **During absences:** When leaving the classroom for any reason, devices are to be left behind, ensuring they don't become a distraction
- **Classroom resources:** You'll have access to school-issued devices to help with any activities or assignments during class

AI Use Policy

Generative Artificial Intelligence (GenAI and AI) are becoming increasingly common in our world. In all English courses, the goal is to teach students how to think critically and explore the world beyond themselves through a variety of lenses. This exploration uses a variety of texts and formats and often includes process based work as an assessment.

Due to the capabilities of AI to assist with producing written work, the following is the policy on AI use in the English department at SVRSS:

- Any use of AI should be evaluated for bias, clarity and correctness of information.
- AI is not to replace your independent work. Assignments will reflect your own thoughts, understandings and connections. Any submitted work that is not your own (plagiarized or use of AI) will result in a mark of zero.
- Any use of AI for assistance with assignments must be properly documented.
 - AI use for idea generation must be cited and a link provided to the conversation.
 - AI use for refinement and polishing of written work must be cited, and original text input must be included with the final submission.

If a student is suspected of using AI for assignment completion, a meeting will be held with the teacher and/or administration, and a plan will be made.

Follow the SVRSS policy for absences, school appropriate dress, etc.

** This course outline is subject to change at any time according to the discretion of the teacher*