

## **ELA 20F Course Overview**

Instructor: Madelyn Lies

mlies@svsd.ca

734-4511 (ext. 2216)

### **ELA Philosophy**

In this course, you'll expand your knowledge, skills, strategies, and attitudes to thrive in various communities, from the classroom to your global communities. 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.

### **The Six Language Arts:**

- 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, 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

### **Course Outline**

**This course will include the following units:**

1. Short Story Unit
  - a. Focus: literary devices & short story elements, themes, character development, narrative techniques
2. *Romeo & Juliet* by William Shakespeare
  - a. Focus: close reading skills, nuance of language, themes of love, fate, conflict, and tragedy, and historical & cultural context
3. Novel Study
  - a. Focus: character development, themes, setting & context, writing structure, point of view, language choice, conflict & resolution, moral & ethical considerations, reader response & personal reflection
4. Independent Book Studies
  - a. Focus: independent reading, self-directed learning, analytical & reflective writing skills, articulation & insight development
5. Vocabulary & Grammar (throughout the course)
  - a. Focus: clear, effective communication, free of errors

**Weights for Categories for English on PowerSchool:**

	Grade 12			Grade 11				
Category	Lit	Comp	Trans	Lit	Comp	Trans	<b>Grade 10</b>	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

**Rich Performance Task (RPT)** – creative writing, visual representations, presentations, journal responses, grammar sheets, vocabulary activities

**Demonstrations** – quizzes, small in class assignments, oral reading, class participation, discussion, process checks\*

\*Process checks are typically used to evaluate completion of parts of the writing process. Also used when specific work is requested to be completed for the lesson or class to proceed as a unified group or for the student to follow through with the next part of course work.

**Essays** - As you move towards post-secondary education or training, long answer format questions become increasingly important. This includes reviews, character analyses, informative, persuasive, expository essays, and reports. Since long answer question assignments require more effort, these assignments will all be weighted heavily in your course grade.

**Tests** - There may be a test or general assessment of that nature at the end of some units. If you are absent on the day of the test, be prepared to write the test on the day you return. Failure to take a test on the appointed day without sufficient notice or reason will result in a test mark of zero.

**Presentations** - You will be assigned some assignments to be completed either individually or in groups, depending on the assignment. You will be required to share information orally at times throughout the term.

**Final Exam** - The final exam is compulsory, meaning there are no exemptions. It is a process exam designed to test your ability to read, write, view, respond, and represent at grade level. A portion of your exam may also include discussion (within a group and/or between you and the teacher). It is worth 15% of your overall grade.

**Materials** - pens, paper, 3 ring binder with dividers, dictionary (paper or electronic), and the text(s) and assignments for the day.

### ***Out-of-Class Work***

You will have out-of-class work at times to help you keep up with work expectations on this course. Whenever possible, class time will be given to work on assignments. At times, part of the assignment not completed in class will be expected to be completed out-of-class. Out-of-class work can also include assigned readings as well. **TAG/RTI** is the perfect opportunity to complete any out-of-class work. **Completion Checks** will be recorded at times and marks designated in the *Demonstrations* category.

### **Attendance**

As you know, truants are recorded. The SVRSS attendance policy applies regarding the number of truant days allowed before removal from class. All other absences are considered “excused” if the school receives confirmation from a parent/guardian.

### **Assignment Policy**

#### Deadlines

- Assignment deadlines will be announced at the time they are issued.
- All assignments must be submitted by the stated deadline at the beginning of class.

#### Late Submissions

- Assignments not submitted at the designated time will receive a grade of zero.
- A secondary submission date may be granted with prior approval from the teacher.

\*Work should be submitted in a timely manner by the end of the unit, if you are going to miss a deadline, please speak with the teacher as soon as possible to arrange an alternate date. If the work is submitted significantly after the deadline the zero will be removed, however the teacher may leave the mark as exempted based on when in the semester the work is submitted.\*

I am aware life happens. Please be respectful and responsible for your work and be aware of deadlines. Stay accountable!

All work must be your own or be properly cited when making use of someone else's work. While using someone else's work or using an AI to assist with your work, or do it for you, may sound like a good plan, it is plagiarism and is considered academic misconduct. **Complete all your work with high academic integrity.**

### **Classroom Expectations:**

**RESPECT** – Students will demonstrate respect to themselves, their peers, and our learning environment.

**KINDNESS** – Students will act with kindness and understanding as they work independently and alongside others in partners or group settings throughout activities in this course.

**SAFETY AND CARE** – People can not learn or be successful in environments they do not feel safe in. Students will use tools and materials as well as their words and general behaviours in a safe manner. They will help care for our learning environment.

**INTEGRITY** – The quality of being honest and having strong moral principles. If something is not right, do not do it, if something is right, do it. Integrity is a strong virtue that builds strong character and growth.

**GROWTH MINDSET** – Our classroom is a place for learning. Learning does not happen without failure. When all these classroom expectations are maintained, it allows our minds to look forward and focus on growth, not failure.

### **Classroom Cell Phone Policy**

Cell phones are not to be in the classroom. When use of technology is required, we will access tablets or laptops. **Phones should be left in your lockers!**

**1<sup>st</sup> offense** is a verbal warning.

**2<sup>nd</sup> offense** verbal warning with a notification sent home to a parent or guardian.

**3<sup>rd</sup> offense** phone is confiscated and sent to the office to be picked up at the end of the day.