

## **ENGLISH LANGUAGE ARTS CONTINUUM/ OVERVIEW**

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### **English Language**

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 9 and 10 levels, the materials are divided as follows:**

Transactional: 70% Pragmatic/30% Aesthetic

Comprehensive: 50% Pragmatic/50% Aesthetic

Literary: 30% Pragmatic/70% Aesthetic

#### **English language arts instruction encompasses six strands:**

- o Reading
- o Writing
- o Viewing
- o Representing
- o Speaking
- o 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

- o Consider merits of a range of ideas, observations, opinions, and emotions
- o Assess diverse, challenging information and questions and alternative perspectives
- o 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

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

#### 3. To manage ideas and information

- o Determine audience characteristics and needs, topics, and purpose to identify a range of primary and secondary information sources
- o 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

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

## 5. To celebrate and build community

- o 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
- o Recognize inclusive, respectful verbal and non-verbal language and appropriate tone
- o 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** - Process Exams will be completed at the end of the semester during scheduled exam times

### **Exam Weights**

Grade 9 – 15%

**Grade 10 – 15%**

Grade 11 – 25%

Grade 12 – 30%

Weights for Categories for English on PowerSchool:

Category	Grade 10	Grade 9
RPT	20	20
Demonstration	25	25
Essay	20	20

Tests	<b>10</b>	10
Exam	<b>15</b>	15
Project	<b>10</b>	10

**All summative assignments must be completed to earn your credit.**

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, a note from a parent, guardian or doctor to account for the absence must be provided. Alternate arrangements to complete the task, in the presence of a teacher, will be made.

Late assignments will be accepted until the end of the unit. If a student is unable to meet the deadline date for an excusable absence, he/she must make alternate arrangements with the teacher prior to the due date. Assignments will NOT be accepted once the unit of study is completed. Once the unit is closed, no assignment from that unit can be submitted.

### **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.*

## **English Language Arts 20F**

### **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 or think 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 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.

**Expectations:**

- I expect each student to behave in a manner respectful towards classmates and to the teacher – if there is a substitute teacher in the class, you will be expected to be courteous and attentive.
- I expect students to respect the Educational Assistants in the classroom.
- I expect all homework and assignments to be completed and handed in promptly. You will have deadlines to meet on this course and you will be expected to meet them. If major assignments are incomplete, you will not earn a credit in this course – assignments weighted at 50 points, or more are considered major assignments.
- I expect you to attend class regularly.
- If you are absent from school, you are expected to bring a note from home explaining your absence. If you have unexcused absences, your parents will be notified by phone, letter, or will be called in for a conference, as the situation requires. Exceeding the number of acceptable absences may result in failure.
- I expect you to complete assignments with effort and completeness – incomplete assignments will be returned to you unmarked until you apply yourself fully to the work at hand.
- I expect you to do all the work yourself. Copying another student's work, stealing from the Internet or any source that is not your own, or failing to document your borrowed sources is plagiarism. There are serious consequences for plagiarism resulting in a permanent mark on your performance record. Your teachers and your parents will be notified if you plagiarize; you will be given extra work, and your school activities may be restricted.

**Class Work**

You are required to take notes and participate in classroom discussions. I encourage you to complete your work in an organized manner and try to maintain a high standard. In class you will work in both individual and group settings. You may be asked to choose a partner, or at times you will be assigned to groups. Group work is intended to help you learn to work cooperatively with others. All members of the class are expected to participate equally in group work, and to treat classmates with respect.

**Homework**

Homework helps you to practice and prepare for your next class. Any assignment given in class and not completed in class will be considered homework. Assigned reading will also be given as homework, especially during the novel study unit.

## Tests

There will be a test at the end of each unit, and periodic quizzes along the way. Passing mark for tests is 50%. If you are absent on a test or quiz day, you must provide a note from a parent, guardian, or doctor to account for your absence.

## Content:

Throughout the term, we will cover the following units:

1. Short Stories: short story genre and short story elements
2. Poetry: introduction, types of poems, poem structure
3. Film Study: elements of plot structure
4. Novel Study: “Freedom Writers Diary” with Erin Gruwell
5. Independent Novel Study: “Night”
6. Play Study/Stage Performance: Romeo and Juliet by William Shakespeare
7. Grammar: parts of speech, sentence structure, paragraph/essay, character sketch, compare and contrast, writing (MLA, APA), journaling, letter/email format

Note: All novels are curriculum approved. At this level, novels deal with more adult topics and themes. If you or your parents have concerns with the literature or film covered in class, please let me know in advance.

## Materials:

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

## Digital Citizenship 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.

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.