

ENGLISH LANGUAGE ARTS CONTINUUM/ OVERVIEW

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English Language

Language Arts 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, feelings 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 – end of semester Process/Course Exams

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
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RPT	20	20
Demonstration	25	25
Essay	20	20
Tests	10	10
Exam	15	15
Project	10	10

All summative assignments must be completed 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.

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

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: 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: “Lisa”
5. Independent Novel Study: “Jesper”
6. Play Study/Stage Performance: Midsummer Night’s Dream by William Shakespeare
7. Grammar: parts of speech, sentence structure, paragraph/essay writing (MLA, APA), journaling, letter/email format, dictionary structure study

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.