

Course Outline: ELA 40 SL

Teacher: K. Harness

Room 200

This course is intended to deepen students' engagement with aesthetic texts. It will be of interest to you if you desire a career in English, although it is not primarily designed for that purpose, and it will have a general appeal to any student who enjoys literature.

The Literary Focus emphasizes the aesthetic uses of language: language that enlightens, fosters understanding and empathy, reflects culture, expresses feelings and experience, and brings enjoyment. As listeners, readers, and viewers, you will move imaginatively into the worlds created by texts and deepen your appreciation of language. As writers, you will explore the aesthetic properties of language to convey experience, ideas, and perspectives.

This course will include a variety of reading materials: novels, short stories, poetry, plays and film. Creativity in writing and expression is desired. A range of oral contributions are also encouraged both formally and informally.

Goals

- To enlarge empathy and understanding of others;
- To provide opportunities to confront the ethical and moral questions in society;
- To experience a variety of texts;
- To form a deep connection with texts;
- To develop a deeper understanding of one's self;
- To enjoy the exploration of literature.

Students will meet the curriculum outcomes through:

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

Texts and Materials

1. A play (e.g. *The Crucible* by Arthur Miller);
2. Short stories which include 1st, 2nd, 3rd person narratives, omniscient narration, folk tales, fables, parables, memoirs etc;
3. Writing Practice- students will review various forms of writing and apply these writing skills to their own pieces of writing. This will include: expository essay writing, persuasive writing, memoir writing etc.
Students will review the use of MLA and APA formatting.
4. Class and independent novel studies
5. Exam Preparation- various sources

Tests

There will be a test at the end of each unit, and periodic quizzes along the way. The pass 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 and you will need to renegotiate a completion date.

Final Exam	For this grade 12 year, students will be required to write the compulsory Provincial English Exam which accounts for 20% of your overall grade. Date: Monday May 25th to Thursday May 28th.
Digital Citizenship	According to the Digital Citizenship Policy 203 and Cell Phone Use Policy 230, <i>“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.”</i> <i>“The SVSD is not responsible for loss/theft/damages incurred to personal ICT devices including physical or data damage.”</i> Electronic Device Classroom Policy: <ul style="list-style-type: none"> • 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	AI is increasingly common in our lives, and responsible usage is crucial in this course. While it can assist you in gathering information, always evaluate the information for bias, clarity, and correctness. Do not let AI replace your independent work. Assignments must reflect your own thoughts and understandings; otherwise, you will receive a zero. Relying solely on AI limits your opportunity to develop critical thinking skills and personal expression. Maintaining the integrity of your assignments is essential for accurately demonstrating your learning. Use of AI in a responsible way will be covered in this course, but it will be used as a supplementary tool. All submissions must be your own original work.

Remember:

- Employ good work habits;
- Pay attention to assignment due dates;
- Employ effort. If you have not given your full effort on an assignment it will be returned to you to complete;
- Be prepared to cover some complex literature in this course and to do a lot of work independently. Reading will be assigned on a regular basis and you will be provided with interim and final deadlines. Build regular reading into your out-of-school schedule so that you keep up-to-date and are prepared for class assignments and quizzes;
- 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. This will reflect on your final grade in the course.
- ‘Lates’, ‘personals’, and ‘truants’ are recorded, and the SVRSS attendance policy will apply.
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Please contact me at kharness@svsd.ca or call my class number at 204 734 7511 ext 2200 if you or your parents / guardians require further clarification. I hope with effective communication we can make it a good school year.

ENGLISH LANGUAGE ARTS

CONTINUUM/ OVERVIEW

Instructor: K. Harness

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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

Organized Writing – 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, quizzes

Exam – there will be a Provincial exam which accounts for 20% of your final grade at the end of the semester

Weights for Categories for English on Powerschool:

	Grade 12			Grade 11			Grade 10	Grade 9
Category	Lit	Comp	Trans	Lit	Comp	Trans	Foundation	Foundation
RPT	20	20	25	20	20	25	20	20
Demonstration	15	25	25	20	25	25	25	25
Organized Writing	25	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 must be completed in order 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.

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.

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 record for informational purposes, but these tasks will not be factored into your grade.