

## ENGLISH LANGUAGE ARTS

### CONTINUUM/ OVERVIEW

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### **English Language Arts**

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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**

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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

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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**

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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 – 20%

Grade 12 – 20% (Provincial)

**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	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 must be completed to earn your credit.**

**Assignments**

**Summative assignments** are those which are designed to showcase your understanding of course content and 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 a teacher.**

### **Late Assignments and Missing Assignments**

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

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 due to exceptional circumstances such as illness, hospitalization, family medical or emergency situations, he/she must meet with the teacher to establish a timeline for completion. If a student still does not follow through, parents will be contacted; the student will be given a zero as a final result at the teacher’s discretion.

**Once the unit is over, 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.**

**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 can 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 – in the event that 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 in this course and you will be expected to meet them.
- I expect you to attend class regularly and to be in class before the bell rings to avoid lateness.
- 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 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.**

**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. Homework is a formative assignment that will be recorded, but it will not affect your grade.

## 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.

**Final Exam:** The final exam is 50% cumulative/50% process – all work done throughout the term is tested. You must achieve a minimum of 50% overall in order to pass the course. The exam is compulsory; there are no exemptions.

## Materials

Throughout the term we will cover the following units:

Short Stories – text – Inside Stories I

Nelson Literacy

Poetry – Inquiries into Literature

Novel Study

Drama – Romeo and Juliet

Grammar/Mechanics

Film Studies – Various G or PG rated, related to literature covered in class.

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.

## Supplies

You will need the following items:

loose leaf binder and paper

pencils/erasers/pens/white out

pencil crayons

Come to class with your texts for the day and be prepared to work.

## 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 to group work, and to treat classmates with respect. In my room **all** student voices are important. 😊

## 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**

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.

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*