ENGLISH LANGUAGE ARTS
CONTINUUM/OVERVIEW

Language is at the heart of who we are – it reflects our culture, shapes our identity, and allows us to connect with others. In this course, you'll explore the power of language, learning how it drives thought, expression, and interaction in our society. You'll gain confidence in using language across various situations, from personal communication to academic learning. By engaging with different types of texts and practicing all six language arts – listening, speaking, reading, writing, viewing, and representing – you'll develop the skills needed to succeed in a rapidly changing world. We'll also dive into language's expressive, practical, and creative uses, helping you become a more versatile communicator.

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, 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

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, journal responses, grammar sheets, vocabulary activities

Demonstrations – small in class assignments, oral reading, class participation, discussion

Organized Writing – long answer, planned organized structured writing including essays, paragraphs, expository writing, comparative writing, analysis, written presentation

Project – end of unit final representation of skills learned, group or individual

Tests - unit tests, summative testing, quizzes

Exam – end of semester Process/Course Exams

Weights for Categories for English on PowerSchool:

	Grade 12			Grade 11				
Category	Lit	Comp	**Trans**	Lit	Comp	Trans	Grade 10	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

All summative assignments deemed "mandatory" by the teacher must be completed for the course credit to be earned.

Summative Assessment
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, it is up to the student to be prepared to complete the missed assessment immediately upon returning. Until this happens, a zero for the missed assessment will be recorded.

Assignment Policy:
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

Staying on Track
Due dates for assignments will be clearly posted in the classroom and on Teams, as well as stated in class. Be sure to check Microsoft Teams regularly to stay informed about upcoming deadlines and class activities. Late submissions will not be accepted unless we discuss it beforehand. If you miss a deadline, you'll need to talk to me so I can reopen online assignments for you to submit.

Handling Challenges
Life happens, and sometimes meeting a deadline isn't possible due to serious reasons like illness or emergencies. If this occurs, please reach out to me before the due date to discuss an alternative timeline. Until you submit, a zero will be recorded as a placeholder. If you don't follow through, I will reach out to your home.

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.

ELA 10F English Language Arts
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ELA Philosophy

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

Course Outline

This course will include the following units of study:
1. Jesper by Carol Matas
2. Novel – TBA
3. Grammar Study
4. Nelson Literacy units: It Takes Courage and Turning Points

The novel Jesper by Carol Matas is the sequel to the award-winning novel, Lisa. Jesper, a Jewish boy who has grown up quickly in Nazi-occupied Denmark, joins the Danish resistance and goes underground to protect his family. We will explore themes of courage, betrayal and the darker side of heroism.

Grammar lessons will be integrated into regular unit work with grammar quizzes periodically assessing skills learned.

In Nelson Literacy Units "It takes Courage" and "Turning Points" we will read a variety of stories, articles, and other print and media text that explore current global issues and what it means to be a global citizen.

Use of TEAMS

Microsoft TEAMS will be used as a means of communication between student and teacher. Students must check their TEAMS for updated messages, assignments (which are usually attached) assignment deadlines and any information about what is happening in the classroom and what is to come. If used correctly, TEAMS can be a very effective way for students to stay organized and caught up if they have been away.

Student/Teacher Progress Meetings

Students will be assigned a time to meet with me before each reporting period to review their progress. These meetings will take place during RTI. I will arrange with each student's RTI teachers to have them excused from their class to attend this meeting.

Out-of-Class Work

To stay on track with course expectations, you may have assignments to complete outside of class. Whenever possible, we'll use class time for these tasks, but any incomplete work will need to be finished at home. Assigned readings may also be a part of this out-of-class work, and RTI is an ideal time to tackle these assignments or get additional help.

End of Unit Policy

Once a unit is over, I will no longer accept assignments from that unit. However, if you have an exceptional reason and your work is completed to a satisfactory level, I may assign a mark of up to 50%.

Attendance

Attendance is crucial, and truancies will be recorded. The SVRSS attendance policy applies, and absences are considered excused with guardian confirmation.

Expectations

We are all expected to treat one another with respect in the classroom. Come prepared to participate, engage in discussions, and complete your work in an organized manner. Respect is essential for all Educational Assistants, guests, and substitute teachers.

SVSD 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