



Mayerthorpe Jr/Sr High School

COURSE: English Language Arts 30-2

Year: 2023-24

Teacher: Mr. Ed Schalm

Google Classroom Code: rpsaquc

COURSE DESCRIPTION:

There are two basic aims of senior high school English Language Arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning. By studying works of literature, students come to understand how text creators use language to produce effects, such as suspense, humour and pathos, and to create multiple layers of meaning. By studying the craft of text creators, students develop their own creative and cognitive abilities.

The senior high school English language arts program highlights six language arts —listening, speaking, reading, writing, viewing and representing. Senior High School students engage all six Language Arts as they study texts and as they create their own texts in relevant situations for a variety of purposes and audiences. All of the Language Arts are interrelated and interdependent; facility in one strengthens and supports facility in the others.

ELA CURRICULUM: GENERAL OUTCOMES

- ★ Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- ★ Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
- ★ Students will listen, speak, read, write, view and represent to manage ideas and information.
- ★ Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
- ★ Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

STUDENTS WILL STUDY ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
EXTENDED TEXTS	Novel	1 of the 2 Required	Required	1 of the 2 Required	1 of the 2 Required	Required	1 of the 2 Required
	Book-length Nonfiction		1 of the 2 Required			1 of the 2 Required	
	Feature Film	Required		Required	Required		
	Modern Play	1 of the 2 Required		Encouraged	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
	Shakespearean Play		Required	Required			
SHORTER TEXTS	Poetry (including song)	A Variety Required					
	Short Story	A Variety Required					
	Visual and Multimedia Text *	Required	Required	Required	Required	Required	Required
	Essay	Required	A Variety Required	A Variety Required	Encouraged	Encouraged	Required
	Popular Nonfiction **	Encouraged	Encouraged	Required	Required	A Variety Required	A Variety Required

★ Visual and Multimedia Text includes short films, video clips and photographs.

★★ Popular Nonfiction includes news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing.

Text Study

Based on the requirements from Alberta Education as noted above, students in ELA 30-2 will have the opportunity to study a variety of shorter and extended texts. Through the content-based framework provided by these texts, students will create a variety of responses to texts throughout the year to best prepare them for their Diploma Examination, including those that are highlighted on the following page:

STUDENTS WILL CREATE A VARIETY OF RESPONSES . . .

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
PERSONAL RESPONSE	• to texts	Emphasis Required	Emphasis Required	Emphasis Required	Required	Required	Required
	• to contexts	Required	Required	Required	Emphasis Required	Emphasis Required	Emphasis Required
CRITICAL/ ANALYTICAL RESPONSE	• to literary texts	Required	Emphasis Required	Emphasis Required	Encouraged	Required	Required
	• to other print and nonprint texts	Encouraged	Required	Required	Required	Emphasis Required	Emphasis Required
	• to contexts	Required	Required	Required	Required	Required	Required

. . . USING A VARIETY OF PRINT AND NONPRINT FORMS

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
PROSE	Narrative Forms (Factual and Fictional)	Required	Required	Required	Required	Required	Required
	Informative and Persuasive Forms★	Required	Emphasis Required	Emphasis Required	Required (including reports)	Emphasis Required (including proposals)	Emphasis Required
POETRY		Required	Encouraged	Encouraged	Required	Encouraged	Encouraged
SCRIPT		Encouraged	Required	Encouraged	Encouraged	Required	Encouraged
ORAL/VISUAL/MULTIMEDIA PRESENTATION★★		Required	Required	Required	Required	Required	Required

★ Informative and Persuasive Forms include essays, commentaries, articles and reviews.

★★ Oral/Visual/Multimedia Presentation includes readers' theatre, demonstrations and prepared speech.

Course Units / Sections

- ✓ Novel Study (*Night*)
- ✓ Short Stories (Selected from Imprints 12, additional resources)
- ✓ Poetry Focus (Selected from Imprints 12, additional resources)
- ✓ Modern Play (*Death of a Salesman*)
- ✓ Visual Texts / Essays and Non-Fiction
- ✓ Film Study (*Jurassic Park*)
- ✓ Literary Selections & Writing Development
- ✓ Diploma Preparation (Written & MC)

ASSESSMENT OF LEARNING (Summative Assessments)

including but not limited to:

- Essays
- Short Narratives
- Journal Responses / Reading Comprehension
- Dramatic Readings
- Unit Tests

INSTRUCTIONAL METHODOLOGIES

Teaching methodologies will be varied and adapted to student needs. They will include, but are not limited to, the following:

- Discussions, brainstorming, listening and visualizing
- Group work, projects, reading aloud
- Independent research, internet research, guided reading, graphic organizers
- Response and personal journals, writing and analyzing short stories and poetry
- Teacher-student conferences
- Student self-assessment, peer assessment, rubric creation
- Persuasive writing, critical analysis, visual responses

RESOURCES/TEXTS/SUPPLIES

- ➔ Imprints 12 Textbook
- ➔ Various novels and/or films
- ➔ Various films, news articles, and essays to support novel studies
- ➔ DIP Exemplars

In addition to the student resources outlined above, all of which are provided by the school, students are also required to have the following school supplies available for use in class:

- Binder
- Loose leaf paper
- Black/blue and red pens
- Pencil crayons or markers

TEACHER EXPECTATIONS

- Arrive to class on time and prepared - attendance and late policies in effect
- Engage in class discussions and projects appropriately and collaboratively
- Hand in homework on time and utilize the Google Classroom as a learning tool
- Respect yourself as well as others

DIPLOMA EXAMS

Students will have the opportunity to prepare for the types of reading comprehension questions to the Diploma Exam throughout the semester. Students will be provided practice exams and keys based on previously released materials provided by Alberta Education through their Google Classroom, and responses to these questions will provide the basis for individual conferencing feedback as well as overall classroom discussions.

Students will also practice the written assessment portion of the Diploma as a specific element of the course and with dedicated instruction, coaching, and feedback by way of individual conferences. Students are most successful when they have the opportunity to receive direct, personalized feedback on their writing and time is set aside in our course to provide each student with the opportunity to refine their writing skills in preparation for the diploma exam.

TERM GRADE*

Formative Assessments: Complete / Incomplete

Essays / Projects	40%
In Class Assignments	10%
Exams and Quizzes	30%

The Term Grade is Equal to 80% of FINAL GRADE in course.

The Diploma Exam is Equal to 20% of the FINAL GRADE in course

FINAL GRADE = Term Grade (80%) + Diploma Exam (20%)

*Marking category percentages may be adjusted based on new direction from NGPS or Alberta Education for 2022 with respect to final exams and diplomas.

Credit will be awarded to students achieving a passing FINAL GRADE of 50% or better.

Important Dates!

- **Diploma Exam Part A: Writing - Tuesday January 9, 2023**
- **Diploma Exam Part B: Reading - Tuesday January 23, 2023**
- **Final Day of Classes for the Winter Semester - January 20, 2023**

Statement Regarding Bus Days (I.E Days where regular student bussing is interrupted):

- Sr.High Only: In the event of buses not running; I will run a drop in google scheduled during regular time. This will be time to ask questions , clarify concepts, work on assignments, have group discussions, etc. No new material covered but dependent on the frequency of this situation this could change.

STUDENT ASSESSMENT:

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card. **Assessment of Learning (Summative Assessment)** the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this.

For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self reflection and the construction of rubrics

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

General Assessment Statement

Assessments are critical to guiding teaching and learning. Summative assessments are shared/returned with students to provide feedback on their learning. However, when a student does not complete an assessment, for security, that assessment can not be shared or returned to the other students. This delays the feedback to other students and creates inconsistencies in forwarding learning opportunities.

All assessments must be completed in a timely manner to support the learning for all students.

Regarding overdue assignments - I realize NGPS does not support losing/decreasing marks for "lateness" but this in itself can be a motivator to getting them done. I feel that those students that chose to not use class time and ignore the verbal and written reminders from the teacher need to have a consequence for their action. We don't want to reward those that did get it in on time because that is what we expect from them, that's the norm and that's in line with our school goals. If you receive the same mark regardless of when you hand it in then why bother?