



Mayerthorpe Jr/Sr High School

COURSE: English Language Arts 20-1/20-2 Semester One

Year: 2023-24

Teacher: Mr. D. Moon

COURSE DESCRIPTION:

There are two primary aims of senior high school English Language Arts. One aim is to encourage students to understand and appreciate 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 various purposes, with various audiences, and in various situations for communication, personal satisfaction, and learning. By studying literature, students understand how text creators use language to produce effects, such as suspense, humor, and pathos, and to create multiple layers of meaning. Students develop their own creative and cognitive abilities by studying the craft of text creators.

The senior high school English language arts program highlights six language arts—listening, speaking, reading, writing, viewing, and representing. Senior High School students engage in all six Language Arts as they study texts and 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		1 of the 2 Required	Required		Required
	Modern Play	1 of the 2 Required	Encouraged			1 of the 2 Required	1 of the 2 Required
	Shakespearean Play		Required	Required			
SHORTER TEXTS	Poetry (including song)	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Short Story	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	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 20-1/20-2 can study various 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 final exam, 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.

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| ✓ Novel Study (William Golding's <i>Lord of the Flies</i>): | September 5 - October 3, 2022 |
| ✓ Short Stories (Selected additional resources): | October 3-October 23, 2022 |
| ✓ Poetry Focus (Selected additional resources): | October 24-November 3, 2022 |
| ✓ Film Genre Study: (TBD) | November 7-17, 2022 |
| ✓ Dramatic Focus (Shakespeare's <i>Macbeth</i>): | November 20-December 22 202 |
| ✓ Final Exam Preparation & Review (Part A&B): | January 8-TBD |

ASSESSMENT OF LEARNING (Summative Assessments)

- Projects or Performance Tasks
- Written Assignments (Essays, Stories, etc)
 - Reading Comprehension and Response Activities (Journals, Written Responses, etc.)
- 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
- Creating and analyzing videos, film studies
- Group work, projects, reading aloud
- Independent research, internet research, guided reading, graphic organizers
- Response and personal journals, writing and analyzing short stories, writing and analyzing poetry
- Teacher-student conferences
- Student self-assessment, peer assessment, rubric creation
- Persuasive writing, critical analysis, visual responses

RESOURCES/TEXTS/SUPPLIES

- ➔ *Lord of the Flies* - William Golding - Novel
- ➔ *Macbeth* - William Shakespeare - Play
- ➔ Various films, news articles, or essays to support novel studies

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
 - Students arriving late after 25% of class time has elapsed will be marked absent for that period/block.
- 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. Strive to be a good human being, student, and citizen.

BUS DAYS

If buses are not running, I will run a drop-in Google Meet scheduled during our regular class time. This allows students to ask questions, clarify concepts, work on assignments, and have guided discussions. No new material is typically covered during bus days, but depending on their duration/frequency, this may be subject to change.

FINAL EXAMS

Students will also practice their final exam's written and reading portions as a specific element of the course and with dedicated instruction, coaching, and feedback through 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 final exam.

COURSE GRADE

Formative Assessments: Complete / Incomplete

Essays and Stories	40%
Inclass assignments	10%
Exams & Quizzes	30%
Final Exam	20%

Students who pass with a FINAL GRADE of 50% or better will be given credit.

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) is 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. The teacher uses tools of varying complexity to facilitate this.

For the more complex evaluations, the criteria are incorporated into a rubric where performance levels for each criterion are stated in language that students can understand. Assessment is often embedded within the instructional process throughout each unit rather than being an isolated event at the end. Learning and assessment tasks are frequently 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 on 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 on time to support all students' learning.

Assessments are a vital piece of evidence in measuring student learning. Writing assessments are frequently permitted outside the classroom or without secure technology. With emerging technology for students to generate pieces of writing that are

not their own for submission, we have devised simple procedures to ensure that students will submit their own work for assessment.

- All writing assessments will be written on secure exam accounts
- All writing assessments must be written under supervision
- Students will not have access to the internet during writing sessions

Students found plagiarizing or submitting work generated with artificial intelligence can not be assessed and will follow our school policies.

Reassessment Policy

The purpose of reassessment is to allow a student to remove an uncharacteristic grade.

Individual reassessments will only be granted in extenuating circumstances.

To qualify for a reassessment, the following requirements must be met:

1. You must show evidence of preparing for the original assessment
 - a. For example:
 - i. Completion of all formative and summative assessments (assignments/quizzes/projects).
 - ii. Completion of practice questions/formative assessments
 - iii. Actively engaged in lessons/class/learning activities and effectively used class time.
2. You must review the assessment and receive feedback to understand your grade.
 - a. For example:
 - i. A student/teacher conference
 - ii. Post assessment self-reflection
3. You must provide evidence of enhanced learning of the outcomes.
 - a. For Example:
 - i. Completion of teacher tutorial sessions
 - ii. Completion of additional practice materials
 - iii. Exam Analysis - identifying errors/common mistakes/distractors
4. You must arrange to meet for reassessment in a timely manner.

5. The reassessment may be in an alternative form to the original assessment but will assess the same outcome(s) from the programs of study.