



Crocus Plains Regional Secondary School Course Outline and Assessment Guide

English Language Arts ELA 10F

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Course Description:

The main objective of this course is that through the study of language arts, each student can understand and appreciate language and use it competently and confidently in a variety of situations for communication, personal satisfaction, and learning.

(Source: Senior English Language Arts: Manitoba Curriculum Framework of Outcomes, Manitoba Education and Training, 1996.)

English Language Arts is a reading and writing course.

The goal of the course is to provide you with the skills to read and write to engage with the world around you. The term mark is built on WRITING TASKS, RESPONDING TO TEXT, DAILY READING AND WRITING ACTIVITIES, AND "TEXTBOOK" WORK worth 90% of the overall grade. The final 10% of the grade is based on a FINAL ASSESSMENT which will take place in June.

You learn to *write*
better by *reading*.
You learn to *read*
better by *writing*.
Reading and writing *work*
together to improve your
ability to *think*!

The more that you
READ
the more THINGS
you will know.
The more that you
LEARN,
the more PLACES
YOU'LL GO.
— Dr. Seuss

Course Evaluation Structure:

Note: Grading will be conducted using a weighted grading system. This means that some assessments will be weighted stronger than others. Some summative assessments and weighting allotments may change throughout the course if needed.

Term Work (Assignments, Tests, Projects, etc.)

90%

Final Assessment

10%

Learning Behaviors:

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric

Focus of Study	Learning Outcomes:	Assessment Plan	Proposed Time
All About Me – Zine Assignment Personal Essay / Book Club Essay / Mentor Texts / Memoir / Autobiography writing Word of the Day Grammar/ Transition words PEACE paragraphs Responding to Text / Visuals Short Stories Novel Study (Choice/Core Text) Poetry / Literary Devices Formal Writing – letters, reviews, etc.	- Students will present original ideas to demonstrate an understanding of form - Students will be able to support a main idea with clear and specific evidence - Students will be able to communicate how purposeful choices create/enhance meaning in a text. - Students will present original ideas to demonstrate intentional choices in writing, related to the following: * Purpose * Audience * Language Choice * Organization * Mechanics * Connections * Main idea/theme * Literary devices - Identify author’s craft or structural writing, create similar personal texts illustrating the techniques studied.	<u>NOTEBOOK -> DAILY Tasks</u> 1. Writing and Craft – planning, drafting, and passage study. 2. Reading Journal – notes, journal, reflections. <u>“TEXTBOOK” Notebook -> Regular Tasks</u> 1. Passage study, notes, responding to text, draft and reflection 2. Writing tasks – with variables and reflection Responding to Text	ALL YEAR

This year, I will be attempting to use current research and grading practices for my course – and will be using, at least in part, outcome-based assessment pedagogy, which means that marks will reflect students’ level of achievement directly in relation to the learning outcomes of the course. Since this is my first year implementing this approach, I want to be transparent and ensure open communication with both students and families. Questions, feedback, and conversations are welcome at any time as we work together through this process.

Assessment Guidelines:

There are various purposes of assessment:

- Assessment **for** learning (**formative assessment**): where assessment helps teacher gain insight into what students understand in order to plan and guide instruction, as well as provide helpful feedback to students.
- Assessment **of** learning (**summative assessment**): where assessment informs students, teachers, and parents of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Keys to Success:

Be prepared for class **Participate each day to the best of your ability**

Listen to understand; communicate to be understood

TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED

Be your best self (or at least strive to be)

Set goals and work hard to achieve them Regularly assess what's working, what isn't and change accordingly

Do the work required to be successful (or realize that you probably won't be)

Choose Kindness.

Make conscious decisions and accept responsibility for them

DREAM BIG

Read For Pleasure Each Day

Say what you mean, mean what you say

Know that each day is a new opportunity to grow and learn – take advantage of it!

Academic Achievement:

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Academic Dishonesty:

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Wherever in this Policy an offence is described as depending on "knowingly", the offence is deemed to have been committed if the person ought reasonably to have known.

Plagiarism:

Representation of another person's thoughts, writing/creative work, etc. as one's own. In the School community, plagiarism includes, but is not limited to the following:

- Work which is submitted or presented in partial fulfilment of course requirements as one's own work that was completed, in whole or in part, by another individual
- Portions of the work extracted from another source without proper and full credit to the original author (e.g. concepts, sentences, graphics, data, ideas presented through paraphrase)
- The entirety of a work copied from another source

Plagiarism can also include re-using one's own work without permission, such as submitting work in one course that has been or is simultaneously being submitted for credit in another course without the expressed written permission of all teachers involved. In such cases, the entirety of the work may originate with the student; nevertheless, plagiarism has occurred.

Any unauthorized use of ChatGPT (or other AI tools) on assessments is a breach of academic honesty. Here are some guiding principles for maintaining academic honesty in relation to artificial intelligence:

- AI does not replace your own thinking, analysis, or judgment. Using AI inappropriately doesn't demonstrate your understanding of a topic and it doesn't help you learn the skills that are expected of you both within the classroom and in the workplace.
- Whether or not AI use is appropriate depends on your teacher. Unless you are asked to use AI on a course assignment, assume you are not allowed to use it.
- AI can be detected. There are tools that can detect AI produced content. Your teachers will assess your work based on their expertise, the learning objectives of the course and comparisons to your previous work.
 - If you have used AI without your instructor's permission, you are at risk of facing an allegation of academic dishonesty. A finding of academic dishonesty has academic and personal consequences, including lowering your grades, delaying your graduation and possibly failing the course. If in doubt whether AI is permitted – remember IF YOU NEED TO KNOW, ASK.
 - AI-generated content can be redundant, inaccurate and repetitive at best, and offensive or biased at worst. Remember that whatever you submit for a course assignment is your full and ultimate responsibility.
 - If you are permitted to use AI, you must cite it.

Breaches of Academic Honesty:

Breaches of the academic honesty policy may result in work being taken as incomplete.

Assignments/Assessments that are found to breach the academic honesty policy will be returned to the student to be revised/repeated to meet the standards of academic honesty. Or, at the discretion of the teacher, the student may forfeit the marks for the given assignment and be assigned a grade of zero for the submitted work. Either a grade of zero or a mark of INCO (Incomplete Zero) will be entered into PowerSchool.

Repeated breaches of the academic honesty policy will result in a referral to administration for further review. The consequences of such may be decided in collaboration between parent/guardian, administration and the classroom teacher.

Classroom Cell Phone Policy:

The classroom policy is in alignment with the Manitoba government's directive aimed at minimizing distractions and enhancing the learning environment. This policy is designed to ensure that students remain focused during instructional time while acknowledging the importance of access to technology for educational and safety purposes.

Cellphone Use (and electronic devices, including earbuds and headphones) in Grades 9 to 12:

- a. Class Time: Students in grades 9 to 12 are not permitted to use cellphones during class time. Cellphones must be stored in a designated area (e.g., lockers or teacher designated classroom storage) and kept on silent mode. Ideally, students will not have them on their person during class times. A reminder, students are not allowed to have cellphones in any washroom.***

Cellphone Use for Educational Purposes:

- a. Exceptions are allowed for educational purposes when explicitly directed by the classroom teacher and through prior communication and consultation with the school principal. In such cases, the teacher will provide clear instructions on when and how cellphones may be used.***
- b. During instructional time, students are expected to keep earbuds and headphones removed (unless required for audiobook or other educational exceptions previously arranged with guardian(s), student, Student Services, and teacher).***

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)