



CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

English Language Arts: Comprehensive Focus ENC 40S

Teacher's Name: Jessica Jury

Contact Information: jury.jessica@bsd.ca

Course Description: In Grade 12 English Language Arts: Comprehensive Focus students develop a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and help them function more effectively in their private spheres and in the global community. The language uses explored in the Comprehensive Focus course fall along a continuum that includes both pragmatic and aesthetic uses.
(Source: K–12 English Language Arts (ELA) curriculum, 2026)

Possible Text/Other Resources: *Agony of Bun O'Keefe, Viewpoints 12, etc.*

Assessment Guidelines

There are various purposes for assessment:

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

Units of Study

Focus Of Study	Learning Outcomes	Assessment Plan	Proposed Time
Responding to Text This unit of study is designed to help students focus their responses to various texts (short stories, poetry, articles, advertisements, paintings, photographs, et cetera). Students will approach various texts and develop appropriate skills to respond personally	General Outcome One ~ Explore thoughts, ideas, feelings and experiences. 1.1 ~ Discover and Explore 1.1.1 Express Ideas, 1.1.2 Consider Others' Ideas, 1.1.4 Express Preferences 1.2 ~ Clarify and Extend 1.2.1 Develop Understanding, 1.2.2 Explain Opinions, 1.2.3 Combine Ideas 1.2.4 Extend Understanding General Outcome Two ~ Comprehend and respond personally and critically to oral, literary and media texts. 2.1 ~ Use Strategies and Cues 2.1.1 Prior Knowledge, 2.1.2 Comprehension Strategies, 2.1.3 Textual Cues, 2.1.4 Cuing Systems 2.2 ~ Respond to Texts	<u>Formative Assessment</u> <i>May include the following:</i> - Various practice pieces will be completed over the semester <u>Summative Assessment</u> <i>May include but are not limited to the following:</i> - Reading Responses	Ongoing over the course of the semester

and critically to these texts.	2.2.1 Experience Various Texts, 2.2.2 Connect Self, Texts and Culture, 2.2.3 Appreciate the Artistry of Texts 2.3 ~ Understand Forms and Techniques 2.3.1 Forms and Genres, 2.3.2 Techniques and Elements, 2.3.3 Vocabulary, 2.3.4 Experiment With Language General Outcome 4 ~ Enhance the clarity and artistry of communication. 4.1 ~ Generate and Focus 4.1.1 Generate Ideas General Outcome 5 ~ Celebrate and build community. 5.2 ~ Develop and Celebrate Community 5.2.2 Relate Texts to Culture		
Literature Study This unit will be subdivided in to series of focused units. Each unit will have a central piece of literature to be studied. Through the study of this literature, students focus on developing interpretive and analytical skills.	General Outcome One ~ Explore thoughts, ideas, feelings and experiences. 1.1 ~ Discover and Explore 1.1.1 Express Ideas 1.1.2 Consider Others' Ideas 1.2 ~ Clarify and Extend, 1.2.1 Develop Understanding, 1.2.2 Explain Opinions, 1.2.3 Combine Ideas, 1.2.4 Extend Understanding General Outcome Two ~ Comprehend and respond personally and critically to oral, literary and media texts. 2.1 ~ Use Strategies and Cues 2.1.1 Prior Knowledge, 2.1.2 Comprehension Strategies, 2.1.3 Textual Cues 2.1.4 Cuing Systems	Formative Assessment May include but are not limited to the following: - Reading responses - Journaling - Group discussions - Quote Analysis Summative Assessment May include but are not limited to the following: - Reading journals - Responding to Text - Literary Essays - Choice Final Project	3 – 4 weeks
Written Forms This unit will help students understand the concept of genres and as they study and develop various genres, paying attention to the conventions and criteria of assigned genres.	General Outcome 4 ~ Enhance the clarity and artistry of communication. 4.1~ Generate and Focus 4.1.1 Generate Ideas, 4.1.2 Choose Forms, 4.1.3 Organize Ideas 4.2 ~ Enhance and Improve 4.2.1 Appraise Own and Others' Work, 4.2.2 Revise Content, 4.2.3 Enhance Legibility, 4.2.4 Evaluate Group Process, 4.2.5 Enhance Artistry, 4.2.6 Enhance Presentation 4.3 ~ Attend to Conventions 4.3.1 Grammar and Usage, 4.3.2 Spelling, 4.3.3 Capitalization and Punctuation	Formative Assessment May include but are not limited to the following: - Class/group Discussion - Rough Draft and Editing - Writing Variables Summative Assessment May include but are not limited to the following: - Various forms of writing will be completed.	Ongoing over the course of the semester

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.

Term Work70%

Final Assessment30%

✓ Provincial Exam

Learning Behaviours

Assessment and reporting of learning behaviours will be according to the Brandon School Division Learning Behaviours Rubric.

Cell Phone Use

The use of cell phones is prohibited during class time unless otherwise directed by a teacher. I will be in contact home over cell phone use if it becomes an ongoing issue. Administration will be involved in intervention for repeated cell phone use.

Academic Integrity/Plagiarism: Plagiarism is passing in work meant to represent one's own which copies the work of another. Students will be taught the proper methods of citing material from other sources and must ensure that all work presented for assessment is their own. This includes gaining assistance from Chat GPT or AI. Students who plagiarize work from other students or from reference materials (Chat GPT or AI) will receive a zero for that assignment. Students who allow their work to be copied will also be penalized. Administration will discipline students for this action.