CROCUS PLAINS REGIONAL SECONDARY SCHOOL
COURSE OUTLINE AND ASSESSMENT GUIDE

English Language Arts
ELA 10F – Full Year

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

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

English Language Arts is a **<u>reading</u>** and **<u>writing</u>** 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 EXAM which will take place in June 2026.

Focus Of Study	Learning Outcomes	Assessment Plan
Short Stories	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.	<u>Formative Assessment</u> *May* include the following: - Response(s) to Text - Writing Variables - Reflections <u>Summative Assessment</u> - Response(s) to Text - Original Short Story
Book Clubs (novel choices surrounding a similar topic or author)	Students will present original ideas to demonstrate intentional choices in writing, related to the following: o Purpose o Audience o Language choice o Organization o Mechanics/connections o Main idea/theme o Literary devices	NOTEBOOK → DAILY Tasks 1. Writing and Craft – planning, drafting and passage study. 2. Reading Journal – notes, journal, reflection. "TEXTBOOK" Binder → Passage study, notes, responding to text, drafts & reflection. Writing Tasks – with variables and reflection. Responding to Text

Core Texts (one text novel study that the entire class will take part in)	This unit will be subdivided into series of focused assignments. Each novel will have a central piece of literature to be studied. Through the study of this literature, students focus on developing interpretive and analytical skills.	<u>Formative Assessment</u> *May* include the following: - Note-Taking Activities - Response(s) to Text - Imagery Activities - Literary Tracker - Vocabulary (Diction) - Quote Journal <u>Summative Assessment</u> - Response(s) to Text - Dialectical Journal - Literary Essay - Ind./Group Presentation
Personal and creative writing	Rough draft and final copies with be composed of the following types of work: memoir, personal essay, rant, zine, etc. Students will dive deep into personal experiences while developing their own examples of the above forms of writing.	<u>Formative Assessment</u> *May* include the following: - Writing Variables - Planning and Drafting - Proofreading Activities - Reflection - Conferences with other student and teacher <u>Summative Assessment</u> - Final Drafts of Forms
Inquiry/Research	Students with demonstrate and take part in the following: - Class/group Discussion - Developing Questions - Note Taking - Research/Inquiry - Writing Variables Form - Rough Draft and Editing - Group Work	<u>Summative Assessment:</u> *May* include but are not limited to the following: - MLA or APA Inquiry Paper - Class Presentation - Research Folder
Poetry	Students will reflect and review different forms of poetry. They will analyze several poems making use of poetry vocabulary and terms such as alliteration, metaphor, personification, assonance, simile, imagery, onomatopoeia, and rhyme.	<u>Formative Assessment</u> *May* include the following: - Poetry Journals - Group work <u>Summative Assessment</u> - Original pieces - Analysis of poems and songs

<u>Academic Achievement</u>

Term Work ……………..90%(WRITING TASKS and DAILY WORK) **Final Assessment …..10% (**Final Exam)

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.

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. Cell phones will be collected if they become an issue. I will be in contact home over cell phone use if it becomes an ongoing issue.

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.