



## CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE



### English Language Arts: Comprehensive Focus - ENC 40S

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The goal of this ELA class is **to learn**. Learning is a verb. You do it. This means showing up everyday to actively think and practice your reading and writing.

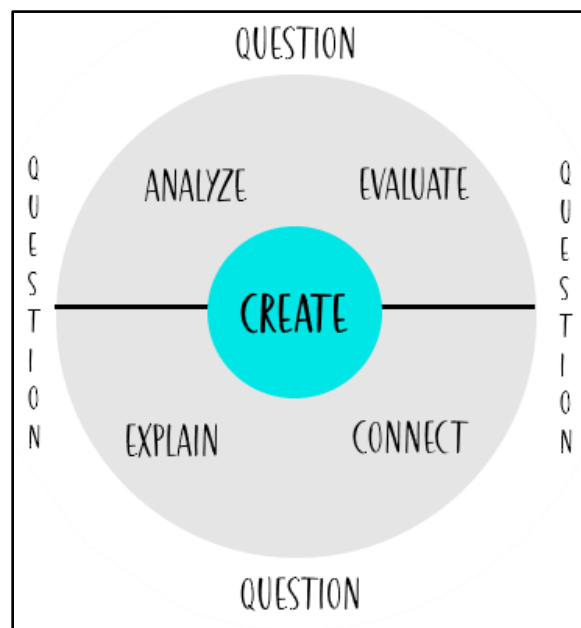
#### What does it mean to actively think in ELA?

We will take time to break down and practice different ways we think when we read and write. We will consider what it means to evaluate, analyze, explain, question, etc., and how we consider all when we create and revise.

#### What will that it look like?

With reading, we will practice these skills in whole class passage study, small group work, and independent, feedback-driven reading studies.

With writing, we will practice these skills in relation to idea development and writing style, as well as in reflecting on the effectiveness of written pieces. This can take shape in whole class passage study, independent writing, and engaging with feedback provided throughout the semester.



#### How will I be assessed in ELA?

**COURSE WORK → 80%** of the final grade in the course (40% process; 40% product).

##### **PROCESS** (notebook and sentence work):

low stakes opportunities to experiment with ideas and techniques, explore thinking, and critically think about text. The notebook is evidence of your thinking and engagement in the course. **Be responsible for missed days in your notebook\*\*** – it should be full by the end of semester.

##### **PRODUCT** (feedback opportunities, drafts, responses):

higher stake opportunities that will ask you to apply notebook work with more complex tasks or provide a snapshot of your best thinking for more extensive feedback. **Be responsible for missed assignments –PRODUCT ASSIGNMENTS must be completed in the classroom\*\*.**

\*\*See "A note on attendance" for more details on this.

#### THE EXAM → 20% of the final grade in the course.

The province announced the return of the Grade 12 Provincial Test for English Language Arts 40S. Semester One writes between May 25-28, 2026. Coursework is designed to, at times, connect with the exam's rubrics and terminology, and we will spend the days leading up to the exam looking directly at past assessments for preparation.

**Your exam starts on May 25<sup>th</sup>. That is also a PD Day. In the event you are not present (and excused) for that day of the test, you will be switched to a school-based exam, which will require you to complete the process over a few days during exam week. It is probably wiser to attend on May 25<sup>th</sup>.**

**Learning Behaviours** → Assessment and reporting of learning behaviours will be according to the BSD Learning Behaviours Rubric.

## **STUDENTS: IMPORTANT NOTES**

### **on attendance:**

This course is built around the belief that *practice makes you better*. I therefore highly value the practice opportunities provided in the course everyday. **Make attendance a priority.** I am not Netflix: I don't only turn on when you're ready to learn. I plan 65 minutes per day; I expect engagement *for* those 65 minutes, *during* those 65 minutes. Therefore:

- I do not allow past due assignments to be worked on during class time (come during lunch hour instead).
- **Showing up to class everyday, on time, is the most important thing you can do to be successful.**

### **on cellphones:**

I strive to make every minute of class time count and take that into consideration when planning lessons. Phones can be a useful learning tool, but also a distraction. **Phones will not be allowed during class time.** They can be left in a locker, or in one of the "pockets" set up in the classroom.

### **on due dates:**

I mean them. Feedback is an important part of this course, and feedback works best when it is **timely**. I set due dates around times I can quickly provide feedback on assessments. If you need an extension, **you must talk to me in person** (not in a Teams message) **prior to the due date.**

### **on artificial intelligence:**

AI can be a useful learning tool. In fact, we may utilize it at various points during the semester. Critically examining it will therefore be ingrained in the course. **Dishonest use of AI as part of assessment completion will be treated as academic dishonesty.**

### **on academic dishonesty:**

The course is designed to engage and challenge your thinking. It therefore assesses **your** thinking. Not your friend's, or somebody else's, or the internet's, or AI's. Attempts at submitting work that is not your thinking will result in consequences that may vary from redoing the assessment to taking a zero to removal of the course, depending on the degree of dishonesty and the assessment itself.

### **on the Provincial Exam:**

As per the Standards Test's administration manual, unexcused absences will receive a score of 0. Excused absences for illness **require** a doctor's note. If an excused absence may result in a switch to a school-based exam during exam week. Please pen the exam dates into your schedule and work around them if considering travel.

Please note that the first day of the exam, May 25<sup>th</sup>, coincides with a BSD Professional Development Day. See the note in bold on the first page of this outline for details.