



CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

English Language Arts: Pre Advanced Placement ELA 20FA

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Course Overview:

In Grade 10, learners apply and extend their use of language with increasing effectiveness and intentionality across all areas of English language arts. They engage in academic and literary discussions and structured debates, drawing on effective language and sound reasoning to explore, develop, and support well-considered ideas and arguments, and begin to consider different perspectives. Learners investigate and examine how language choices, such as voice and tone, interact to shape meaning and influence communication within and across contexts.

Grade 10 learners engage with a broad range of literary and informational texts that explore global, cultural, historical, and contemporary themes. They examine themes, authors' purposes and messages, and social commentary, and consider how texts shape meaning and influence audiences. Learners explore connections between texts and broader social issues, considering how they reflect and shape ideas and perspectives across contexts. Through close reading and analysis, learners refine questions across texts and contexts, integrate information from multiple sources, and communicate ideas and perspectives with increasing clarity and coherence.

As text creators, learners compose increasingly effective and well-crafted texts across genres and text types, such as analytical, persuasive, and creative works, selecting forms and modes purposefully to communicate with increasing clarity and coherence. They apply language conventions, expanded vocabulary, and purposeful stylistic choices, making increasingly effective decisions to suit audience and purpose. Through an intentional creation process, learners plan, draft, revise, and edit their work, focusing on clarity, coherence, and overall effectiveness.

By the end of Grade 10, learners apply analytical, expressive, and critical thinking skills with growing consistency and agency across all areas of English language arts. They are prepared to engage with increasingly complex language and literacy demands with greater independence as they continue their learning in English language arts.

(Source: *Framework for Learning*, Manitoba Education and Training, 2026.)

Text/Other Resources:

Possible texts include, but are not limited to the following:

Novels:

Lee, Harper. *To Kill a Mockingbird*
Luen Yang, Gene. *American Born Chinese*
Stevenson, Bryan. *Just Mercy*

Drama

Shakespeare, William. *Romeo and Juliet*

Other Forms

Short stories, editorials, essays, speeches, articles, photographs, advertisements, feature films, et cetera

Focus for Instruction:

The provincial curriculum has grounded English Language Arts instruction in four focus areas for instruction: Build Literacy, Comprehend and Respond, Compose and Create, and Share and Reflect.

Assessment Practices:

This course will focus on a variety of assessment opportunities designed to have students explore and practice their critical reading skills while developing their responding and composition skills.

To effectively accomplish this goal classroom activities will include formative and summative assessments such as exit slips, responding to text questions, timed writing moments, literary essays, representation projects, et cetera.

Evaluation:

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.

As per the Brandon School Division policy, grades will be calculated on summative assessments. Students final grade will be calculated as follows:

Penny Papers – 10%

Thoughtbook Daily Activities – 20%

Literary Analysis Work – 25%

Responding to Text Activities – 30%

Final Exam – 15%

Learning Behaviours

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