

ELA 40S: Grade 12 English Language Arts Comprehensive Focus Course Outline

Credit Value: One Credit

McCreary School

Course Code: 0093

Grade 12 English Language Arts Comprehensive Focus Course

Semester 1

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Room 10

Prerequisites – Acquisition of ELA 30S is required.

Course Description/Overview

Through the study of ELA, each student from kindergarten to grade 12 learns to understand, appreciate, and use language in everyday life. Students learn to listen, speak, read, write, view, and represent at different times and in different ways, both in the English language arts classroom and in their day-to-day experiences outside of it. To assist students in acquiring these learning experiences, teachers and students will choose and use appropriate learning resources, including novels, plays, essays, film, and/or poetry to develop one's ELA knowledge and skills.

Focus and Purpose

The purpose of taking ELA 40S is to learn specific writing, reading, and listening skills, but it is also necessary for student success to take an interdisciplinary approach by applying English Language Arts skills to other subjects.

English Language Arts 40S: Comprehensive Focus

The specific student learning outcomes for grade 12 English Language Arts: Comprehensive Focus are identified in this section of the ELA Framework. Grade 12 students reinforce and build on the knowledge, skills and strategies, and attitudes developed in previous grades. The Comprehensive Focus assists students in becoming increasingly independent in making meaningful and effective language choices.

In the Comprehensive Focus, students develop and refine a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and that help them function more effectively in their private spheres and in the global community. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings and experience, and bring enjoyment. They explore the denotative and connotative properties of language in communicating information and points of view and in conveying experience.

English Language Arts 40S: Comprehensive Focus General Learning Outcomes

- Explore thoughts, ideas, feelings, and experiences.
- Comprehend and respond personally and critically to oral, print, and other media texts.
- Manage ideas and information.
- Enhance the clarity and artistry of communication.
- Celebrate and build community.

Objectives

Students will work towards the following goals:

- *extend their understanding through personal and critical study of a variety of experiences, ideas, and viewpoints*
- *develop learning goals based on personal achievements, needs, and interests*
- *monitor their understanding of what they read, see, and hear in order to select and adjust comprehension strategies*
- *respond personally and critically to a wide range of materials they read, see, and hear, and examine the distinctive characteristics of each type of text*
- *examine a variety of methods used to communicate information, ideas, and opinions*
- *plan and conduct inquiry or research to investigate a variety of questions and topics by accessing and evaluating appropriate information sources*
- *demonstrate increasing confidence and control in using a variety of methods to communicate information, ideas, and opinions effectively for a particular purpose, audience, and situation*
- *use a variety of skills and strategies to revise, edit, and proofread their work*

- *work cooperatively with others by encouraging and supporting them; and recognize and analyze the effect of this process on self and one's perception of the world*

Resources

- View Points 12 textbook
- Reference Points lines textbook

Required Materials

- Note paper (loose leaf) and a binder to keep class work
- A separate duotang, binder, or notebook for your monthly book report assignments (Reading Response)
- Pencils & Pens (Blue, Black and Red)
- Pencil crayons or markers (for posters, and other projects)
- Dictionary and thesaurus (optional)
- Personal Computer – Supplied by TRSD - To be brought to each class.
- USB Memory stick

You are asked to acquire the above materials as quickly as possible and bring them with you to EVERY class. Should you not have already done so, please ensure that your Internet user agreement has been signed, thus allowing you to access the computers.

Classroom Rules and Expectations

All members of the classroom will:

- Commit to making the classroom a safe space, including respecting the opinions, ideas, and culture of all others.
- Respect the right of all others to learn in an environment that is free of distractions.
- Use only technology that is allowed in the class (no personal electronic devices permitted in class), and in a relevant and respectful manner.
- Attend class regularly, on time, and prepared for all classes.

ELA 40S Topics, Summaries and Pacing Schedule (Tentative schedule that is subject to change)

September	Intro to writing. (Generating Idea, Organization and structure, writing conventions, and language use and arrangement.) a) Article b) Essay c) Speech d) Monologue	The writing process. a) Transitions b) Hamburger c) and PEACE Writing Methods
	The editing and revision process. a) Proper formats for formal writing (footnotes, quoting, etc.) b) Understanding ideas, organization, sentences, grammar, voice, and word choices.	Developing, generating, evaluating, and selecting ideas in reading, writing, and observing visuals. a) Read several forms of writing. b) Discussion and written response to several narratives or other written pieces.
October	Delve into forms of writing (article (e.g., magazine, newspaper, journal), column, editorial, essay, eulogy, fable, memoir, monologue, proposal, script (e.g., radio, screen, stage), short story, speech, etc.)	Short Stories a) Delve into themes and characters within narratives. b) Elements of a narrative. (Plot, setting, characters, conflict, and theme)
	Thematic Unit – Aboriginal Issues a) Visuals b) Poetry c) Short Stories d) Responses	Visual Assignment a) Explain the stories being told in several contemporary images. b) What you see vs what you interpret?
	Novel Study a) Further delve into elements of a narrative. (Plot, setting, characters, conflict, and theme.) b) Delve into narrative elements. (Action, atmosphere/mood, climax, narrative, narrator, perspective.)	Character types a) Delve into character types. Confidante, Dynamic Character, Flat Character, Foil Character, Round Character, Static Character, Stock Character, Protagonist, Antagonist, Symbolic, etc. b) Discuss the protagonists' journey in a novel.
November	Delve into aspect of the Hero's Journey 1. Ordinary World 2. Call To Adventure 3. Refusal Of The Call 4. Meeting The Mentor 5. Crossing The Threshold 6. Tests, Allies, Enemies 7. Approach To The Inmost Cave	1. Exploring a novel's theme. 2. The theme in a story is its underlying message, or 'big idea.' In other words, what critical belief about life is the author trying to convey. 3. Explore the author's voice. 4. Explore the perspective that the novel is written from.

	8. Ordeal 9. Reward (Seizing The Sword) 10. The Road Back 11. Resurrection 12. Return With The Elixir	
	Exploring Shakespeare a) Acts and Scenes b) Aspects of a script c) Exploring the way that Shakespeare plays are further divided into three (sometimes four) categories: the comedies, the histories, the tragedies, and the romances. d) Read excerpt from some plays.	Delving into Poetry a) Figurative language b) Literary devices c) Lines d) Stanza e) Rhyming f) Rhythm g) Theme h) Etc.
December	Novella Delve into character development, theme, setting, conflict and plot. Inquiry discussions and questions.	Further work exploring forms of writing (magazine, newspaper, journal), column, editorial, essay, eulogy, fable, memoir, monologue, proposal, script (e.g., radio, screen, stage), short story, speech, etc.)
January	Formatting an essay. a) Citations b) Bibliographies	Delve into proper formats for formal writing (footnotes, quoting, etc.)
	Preparing for divisional exam.	Writing divisional exam.

Note: Students will also be completing assignments that will be works on throughout the course. This will include a Genius hour assignment (inquiry project) and two Reading response assignments. Please refer to the tentative dues dates below.

Important Dates ELA 40S – (Subject to change due to unforeseen circumstances)

September 6 – January 12 – Weekly Genius Hour journal entries
September – January– In class reading/ discussion/synopsis of reading response.
October 17 – Group discussion 1 about the novel 1.
October 26 – ‘Genius Hour’ Pair Pitch
November 2 – Group discussion 2 about the novel 1.
November 7 – Genius Hour Project Outline Pitch
November 10 – In class reading response assignment for novel 1.
November 28 - Group discussion 1 about the novel 2.
December 14 - Group discussion 2 about the novel 2.
January 9 to 12 - Grade 12 Provincial Tests
January 15 - In class reading response assignment for novel 2.
January 18 - Genius Hour Final Paper and Presentation

Grade Appropriate Outcomes, Activities, and Skills

In ELA 40S students are expected to learn/build upon their knowledge for the following outcomes, activities, and skills. These outcomes, activities, and skills may be demonstrated through adaptations, if necessary. ELA focuses on oral, written and visual communication. Upon the completion of this course students are expected to;

- Understand proficient skills for creating various written forms (essays, stories, poems, etc.)
- Have knowledge of the proper formats for formal writing (footnotes, quoting, etc.)
- Understand themes, mechanics, and word choices of written forms should be grade appropriate.
- Have proficient oral/visual presentation skills.
- Have proficient use of multi-media.
- Understand technical/business writing.

Also refine all the basic ELA skills from previous ELA courses including.

- Understand different types of essays/writing forms.
- Understand different essay formats (intros, conclusions, etc.)
- Explore different organizational structures/patterns.
- Understand higher level grammar (colon, semi-colon, etc.)
- Be able to form complex connections between form, purpose and audience.
- Consistently provides specific references from text to support ideas.
- Identify and explain more complex or multiple themes and central ideas in texts.
- Introduce the five-point rubric used to mark writing, using exemplars.
- Use a wide variety of vocabulary to suit the genre of writing.
- Understand, identify and explain the effectiveness of the use of figurative language by an author.
- Make emotional connections to reading and writing.
- Become more aware of the voice and tone of a piece of their own writing and make appropriate word choices.
- Make in depth observations about various forms of texts.

- Create insightful connections between ideas.
- Be able to identify and explain all different literary elements of written texts.
- Be able to summarize/paraphrase/write others ideas in your own words.

Grade Appropriate Themes and Topics

Students will explore a vast array of themes and topics to acquire the necessary outcomes within ELA 40S. Themes and topics will be chosen throughout the course to meet the interests and needs of the students.

The topics may (but is not limited to) include:

- Love
- Death
- Good vs. evil
- Coming of age
- Power and corruption
- Survival
- Courage and heroism
- Prejudice
- Discipline
- Propaganda
- War
- Bravery
- Attitudes
- Individual vs. Society
- Perseverance

Academic Evaluation and Assessment

Assessment will be based on a variety of activities that cater to the various learning styles of students. Individual and group research presentations, textbook exercises, class discussion, tests, quizzes, assignments, projects, daily work, and ELA activities will be part of the evaluation of the course. Both peer and self-assessment will be used on a number of assignments throughout the year. Rubrics will be used for the summative assessment of this course.

For each task, you will be given a set of evaluation guidelines in order to help you put forth your best work. It is your responsibility to examine the guidelines & assignment criteria in advance to ensure you have the opportunity to ask any-all questions. Remember, if you need clarification on an assignment, chances are, that a number of your peers have the same questions, so PLEASE ASK! Late assignments will be dealt with in accordance to school policy.

Should you be absent for whatever reason, it is your responsibility to check the missed assignment folder, take responsibility for all missed work, and take down any missed notes. Regular attendance is crucial for success in this course.

Assessment will be ongoing and will include participation in daily classroom activities, homework checks, quizzes, unit tests, projects, and the final exam. Please refer to the evaluation format below.

Evaluation Methods and Specific Assessment

Students will receive formative assessments and summative assessments for each of the above mentioned topics. The work in this course will reflect the cumulative compilation of each of the units covered.

Manitoba Provincial Report Card Policy and Guidelines Evaluation

As per **section 4.3** the Manitoba Provincial Report Card Policy and Guidelines Evaluation document, a *percentage scale* is used to report overall subject grades.

Evaluation Format:

Term Work - Formally Evaluated Work (assignments, unit tests, projects)80%
 Final Exam (A provincial exam)20%

I encourage you to come see me or email me at any point with your questions relating to this course. I will be available to provide extra help or answer any questions upon special arrangement. Just Ask!

Academic Integrity and Honesty

Students guilty of cheating (copying, plagiarizing, etc.) will receive a **zero** and their parents will be notified.

Incomplete Work / Late Assignments / Homework Policy

Incomplete work and late assignments may be deducted in marks, as per McCreary School’s late policy, developed in accordance with the Provincial Assessment Policy.

The guidelines for late assignments are as follows:

1. Teachers will set and communicate reasonable timelines for assignments
2. Teachers will share timelines and reminders with students through various formats (ex. course outline, email, post in classroom, etc.)
3. Teachers will assist students to meet timelines – monitor progress, check-ins
4. Students who struggle will require additional support from the teacher
5. Extensions will be granted at the teacher’s discretion, for valid and legitimate reasons only (ex. Illness)
6. Teachers will communicate with parents or set up parent/teacher/student conferences to discuss late / incomplete assignments

7. Teachers will make an arrangement with student to complete the work
8. Teachers will create alternative assignments for diverse learning needs

Where the above guidelines have been followed and assignments are not fully completed or handed in by the given due date, a deduction in marks will apply. Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of **zero**.

Student Support and Attendance Policy

The teacher will be available for additional student support outside of the classroom hours and it is the responsibility of the student to arrange a time with the teacher. Students will be responsible to catch up on work they miss in the case of their absence (of which the teacher must be informed in advance, where possible). Students who do not attend class regularly will be referred to the Learning to 18 Coordinator.

Use of Technology Policy

Turtle River School Division recognizes that Information and Communication Technologies (ICT) plays an important role in today's learning environment. Technology provided to both students and teachers are unique and powerful ways to enhance the way they teach/learn. Turtle River School Division's objective is to ensure student/staff members interact in a positive manner when using ICT both at school and in the community.

Successful operation of the network requires that account holders regard Turtle River file servers and computers as shared resources. It is important that members conduct themselves in a responsible manner while using the network. Refer to page 134 of TRSD Instructional policy document for more information on guidelines and consequences for inappropriate use.

There are no cell phones to be used by students during class time. Students are to keep cell phones in their lockers as per Turtle River school division policy. Please refer to TRSD Instructional policy document for more information.

Behavioural Assessment

Students will be assessed as per the guidelines from the Manitoba provincial report card, in the areas as follows:

Personal Management Skills

- Organizes material, uses class time productively, works independently, completes all work on time, persists when faced with challenges, seeks help when needed, demonstrates a strong work ethic, shows patience, demonstrates on-task behaviour, sets personal management goals

Active Participation in Learning

- Shows interest, asks questions, takes initiative, self-assesses work quality based on criteria, uses feedback to improve learning, uses criteria to provide feedback, uses a variety of media for communication, investigates questions, hypothesizes, analyzes

Social Responsibility

- Works and interacts well with others, is welcoming and positive, shares resources and equipment with others, respects school values, respects and follows classroom routines, takes an equitable share in group work, is courteous, respects the need for safety, sets personal management goals

****The course outline may be changed due to unforeseen circumstances. ****

Please sign and return the following form, indicating that you have read and understand the course and classroom expectations.

Student's Name: _____

Student's Signature: _____

Date: _____

Parent's Name: _____

Parent's Signature: _____

Date: _____