



English Language Arts 30-2

Instructor:	Room:	Email:
-------------	-------	--------

Course Description:

Through the study of a variety of extended and shorter texts, students will have opportunities to develop and enhance effective language arts strategies in listening, speaking, reading, writing, viewing and representing. Students will study and analyze a variety of texts that will include the following:

- Longer and shorter works of fiction that will include novels, short stories, dramatic works which may include a Shakespeare play
- Poetry and music
- Non-fiction and popular non-fiction texts such as infographics, editorials, memoirs, advisements, essays, manuals, articles
- Visual texts such as film, documentaries, advertisements, art, infographics, graphic novels

Students will create and be assessed on a variety of print, oral, visual and multimedia text for a range of audiences and purposes that will include Visual Reflections, Literary Exploration and Persuasive Writing in Context.

Over the course of the 2023-2024 school year, Nelson Mandela High School teachers will maintain an online course presence containing materials, resources, assignments and supports through our D2L environment. It is important for students to take an active role in their learning and stay current in their schoolwork if away for any reason.

Course Objectives and Assessment:

Diploma Exam – 30% of the Student’s Final English Mark

The final mark for this course is based on 70% being derived from the student’s school-earned mark and 30% from the Provincial Diploma Exam mark. For students with mature status, the final mark is determined by either the blended mark (school-earned mark plus Provincial Diploma Exam mark) or the Provincial Exam mark only, depending on which is the highest mark.

For a more detailed list of curricular outcomes, please see the [English Language Arts Program of Studies](#)

School Mark – 70% of the Student’s Final English Mark

The school mark will comprise of assessment in Outcomes and embedded Competencies. The English Language Arts Department will embed competencies in the assessment of the course outcomes

Unit / Weight	Outcome
Exploration 12%	• Students will explore thoughts, ideas, feelings, and experiences.
Comprehension 35%	• Students will comprehend literature and other texts in oral, print, visual and multimedia forms and respond personally, critically and creativity.
Managing 12%	• Students will manage ideas and information.
Creation 35%	• Students will create oral, print, visual and multimedia texts and enhance the clarity and artistry of communication.
Collaboration 6%	• Students will respect, support and collaborate with others.

High School Proficiency Scale

Beginning		Developing		Proficient		Exemplary	
1	2	1	2	1	2	1	2
The student demonstrates a level of understanding and/or skill that is not yet meeting expectations of the course outcomes. ■ The quality of work may be vague and/or undeveloped. ■ Targeted adjustments to planning and instruction will be necessary for further learning in this area.		The student demonstrates a basic level of understanding and/or skill that meets expectations of the course outcomes. ■ The quality of work may be adequate and/or concrete. ■ Adjustments to planning and instruction may be necessary for further learning in this area.		The student demonstrates a well-developed level of understanding and/or skill that meets expectations of the course outcomes. ■ The quality of work may be clear and/or well-reasoned. ■ The student can be confident of being prepared for further learning in this area.		The student demonstrates a mastery level of understanding and/or skill that meets expectations of the course outcomes. ■ The quality of work may be perceptive and/or insightful. ■ The student can be confident of being prepared for further learning in this area.	
20%	40%	55%	65%	75%	85%	95%	100%

Course Materials and Resources:

Specific long works of fiction such as novels and plays will be available for students to borrow from the school. Students are encouraged to purchase their own copies of novels or plays when possible to ensure that they are able to annotate these literary texts for personal use. It is strongly encouraged for students to purchase their own English dictionary and thesaurus. **Students will be required to have essential school supplies, such as a binder/notebook, paper, pens, pencils, and highlighters.** Post-it notes or other specialty note-taking materials may also be useful.

Lost or Damaged Texts: *If a school-owned text is damaged or lost, there is a \$20.00 fee to cover the cost of replacing the borrowed text.*

Late Assignment submission process:

All assignments must be submitted for assessment in a timely manner to ensure your teacher is able to provide you with feedback and support for your continual skill development. The process for submitting assignments past their due date will require a conversation with your teacher to identify the challenge or barrier to completion and, in communication with parents, a clear set of expectations and support will be provided for the student's successful completion of course outcomes. Teachers, during this process, will determine when an assignment is no longer eligible for assessment and will provide an alternative assessment or opportunity for the student to demonstrate the missing skill or outcome(s).

Text Study Sensitivity Note:

Students are exposed to sensitive and controversial messages daily. Such messages can be disturbing and confusing if students are not taught how to look at them critically, in light of their own values. Literature and other texts provide students with opportunities to “rehearse” for life through careful exposure to controversial issues, giving students the chance for personal growth in a safe environment.

Literature, in particular, has the power to connect students with sensitive, complicated human issues that are not clear-cut and simply resolved. Texts that explore issues and dilemmas of the human experience, such as gender, class and race, provide a rich medium for helping students develop empathy and understanding, which goes beyond their reading of the texts.

(Senior High School English Language Arts: Guide to Implementation, 2003)

Plagiarism

When ideas are taken from other sources without giving credit, this is known as plagiarism. Plagiarism is the unacknowledged or unauthorized use of somebody else's words or ideas, **including AI-generated material**. We expect our students to act with academic integrity, and to use their own knowledge to demonstrate authentic learning. Student honesty and ethical behaviour is foundational to their schoolwork and in how they handle challenges. Our teachers support students' authentic and ethical learning through teaching when and how to cite resources.

When To Give Credit in Your Work

- When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, web page, computer program, letter, advertisement, AI application or any other source.
- When you use information gained through interviewing another person.
- When you copy the exact words from somewhere.
- When you reprint any diagrams, illustrations, charts, and pictures.

Don't Need to Give Credit

- When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject.
- When you are using common knowledge, common sense observations, or shared information.
- When you are using generally accepted facts.
- When you are writing up your own experimental results.

Academic Expectations

Students are expected to behave according to the CBE **Student Code of Conduct**. Students who knowingly misrepresent the work of others as their own, or allow their work to be copied, act outside of the parameters of academic integrity. If this happens, we use **Progressive Student Discipline** so that teachers, parents, and school leaders can help students take responsibility for their learning to achieve their academic goals. (<https://school.cbe.ab.ca/school/cbe-learn/teaching-learning/program-approach/academic-integrity/Pages/default.aspx>)

For More Information:

- ELA Program of Studies: <https://education.alberta.ca/media/160418/ela-pos-10-12.pdf>
- Competencies in English Language Arts: https://education.alberta.ca/media/3576117/comp-in-ela_20mar_17_final.pdf
- Nelson Mandela English Website: <https://school.cbe.ab.ca/school/nelsonmandela/teaching-learning/classes-departments/english/pages/default.aspx>

Required Signature:

Student First and Last Names:

Student signature: _____

Parent signature: _____