

**English 10-1 Course Outline**

**Teacher:** Mrs. Berland **Room:** 138

**Semester:** February-June

**Contact:** aimee.berland@nlsd.ab.ca

(780) 623–4271

# Student Supplies (To bring to EVERY class)

- Notebook/Binder with paper

- Pens, pencils

- Pencil crayons/markers, scissors, glue

**Course Objectives:**

* Students will listen, speak, read, write, view and represent to explore thoughts, feelings and experiences.
* Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts.
* Students will listen, speak, read, write, view and represent to manage ideas and information.
* Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
* Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

# COURSE EVALUATION

### Creating Texts- 35%

Comprehending- 35%

Collaboration- 5%

Final Exam- 25%

The specific outcomes of the course will be communicated with each assignment

# TIMELINE OF CONTENT

A) Multi Genre February

B)Short Stories February/March

C) Novel Study(To Kill a Mockingbird) March/April

D) Shakespeare(Romeo and Juliet) May

E) Media/Poetry/Film Studies June

Throughout each unit, students will be given opportunities to create a variety of texts including critical response, personal response and prose writing.

**TIMELINE IS TENTATIVE AND IS SUBJECT TO CHANGE**

**Classroom Expectations:**

The following are expectations that will ensure you achieve the highest level of success in this class:

-- Complete all readings, assignments, tests, and projects fully and to the best of your ability.

-- Arrive on time every day with a positive attitude.

-- Show respect to your fellow classmates and your teacher.

-- Participate in all discussions and classroom activities.

-- Ask questions!!

**Respect and Behaviour**

The classroom is intended to be a safe environment, and therefore any behavior that is disruptive of learning will not be tolerated. Any forms of bullying or other behavior that will have a negative effect are not permitted in this school. Swearing and inappropriate comments are also not permitted in the class. If behavior is a continual problem for a student, parents and administration will be contacted.

**Attendance and Lateness**

If a student misses class for whatever reason it is **his or her responsibility** to catch up on whatever information or assignments that they have missed.

Students who have issues with lateness will be asked to make up the class time they missed with the teacher to make sure that they haven’t missed out on any learning opportunities.

If attendance is a constant issue for students then parents and administration will be contacted.

**Use of Cell Phones and other Electronic Devices**

While they can be a useful tool for research, cell phones and other Electronic Devices such as iPods, iPhones, smart phones, or any other can also be a major distraction to learning. Occasionally you will be allowed to use them for educational purposes, but otherwise they are to be turned off and put away. I may collect them at times in order to avoid the possibility of a distraction.

**Food and Drink**

Drinks are permitted in class. Small, quiet snacks can be brought in, but you are responsible for the garbage. Do not bring in meals…it’s not dinner time.

Students are not allowed to drink energy drinks at school.

**Tutorials and Extra Help**

If you as a student are in need of extra help from the teacher schedule a time to come and meet the teacher before school, at lunch or after school. Don’t leave your questions to the last minute( i.e. right before a test) as there may not be time to have them answered *Make use of your teacher as a resource to help you with your learning*

**Plagiarism**

Plagiarism is when someone submits work using the ideas or words of others and purporting it, written or otherwise, to be one’s own. You may not in any way borrow ideas, organization, wording, or anything else from another source without appropriate acknowledgement of the fact. It is a very serious offense and will not be tolerated. It isn’t just a way to cheat; it’s a way to cheat yourself out of valuable learning.

**Bathroom/ Leaving Class Procedure**

Only one student will be allowed out of class at a time

Teacher reserves the right to refuse student request to leave the class if other behavioral expectations aren’t being met.

**Guidelines for Formative and Summative Assessment Feedback**

To Students, Parents, and Guardians:

It is the intention of the **JA Williams English Department** to provide relevant and informative feedback to students and to do so in a reasonable amount of time.

In English Language Arts courses, some assessment is summative while other is considered formative:

**Summative assessment** refers to the assessment ***of*** learning and summarizes the development of learners at a particular time. After a specified period of work (e.g. a month long novel study), the learner demonstrates a current knowledge, skill, or ability (e.g. a quiz on certain chapters of the novel) and then the teacher marks the test and assigns a numerical score. The test aims to summarize learning up to that point. The task may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment. All summative assessment will be completed in classes in order to ensure the security of the assessment. As a result, summative assessments should not leave the school. For projects that require work to be done at home, the summative grade will be primarily based on an in-class analysis component of the project, while anything produced at home will be formatively used to inform summative grades.

**Formative assessment** is assessment ***for*** learning. An example of this would be the written comments and corrections on a student essay and the conversation between student and teacher about strengths and weaknesses in their writing. It involves a self-reflective process that intends to promote student attainment of a knowledge, skill, or ability that is aligned with curricular outcomes; that is, the teacher’s role is to provide information that assists the learner in achieving a certain level of a desired outcome. This is meant to be a bi-directional process between teacher and learner to enhance, recognize and respond to the learning. An assessment is considered formative when the feedback (written or spoken) from learning activities is actively used **by the learner** to work toward meeting their own learning needs. This process can help students take control of their own learning and provide them with more direction; they must discover where they are in relation to where they want to be, and only then can they work toward arriving there.

Students will be given opportunities throughout the course to partake in self-assessment activities, in which they are able to reflect on their own strengths, weaknesses, and set goals in accordance with their reflections. This can take a variety of forms; however, teachers will guide students through various activities in order to ensure that the formative assessment process incorporates the student voice into the learning process.

On occasion, students will be given choice in their means of demonstration of curricular outcomes, as deemed suitable by the teacher. In these instances, students may select a means of demonstrating their understanding in a method that best suits the learner’s strengths. This allows the student the best opportunity to be successful, as well as increasing student ownership of their summative grade, as they have selected the means in which they will be assessed. Students should ensure that they are aligning their own learner attributes with their selection of demonstration method.

Northern Lights School Division’s Administrative Procedure 240.6 states that “assessment shall include clear and timely communication among parents, students, and teachers of learner outcomes, criteria, and student achievement of learner outcomes”. Feedback of both kinds will be provided in a **reasonably timely manner**, depending on the nature of the assessment and whether or not formative written feedback is involved. Some examples of general guidelines for timeliness of feedback include but are not limited to:

* Summative Tests or Quizzes (e.g. Multiple Choice) – 2 to 5 working days
* Tests or Quizzes with written responses – 1 to 2 weeks
* Written Responses with minor feedback/corrections – 1 to 2 weeks
* Written Responses with extensive formative feedback[[1]](#footnote-1) – 2 weeks to 1 month

Adherence to these guidelines may vary due to extenuating circumstances, which is why we encourage you to contact the individual teacher with any questions or cause for concern. If there are any concerns about the timeliness of a student receiving feedback, **please contact the teacher directly** through e-mail or by phoning the school and leaving a message. We are always glad to discuss concerns with students and their guardians.

According to Northern Lights School Division’s Administrative Procedure 240.3(d), “schools will develop procedures so that students are provided with opportunities to have another chance at a summative assessment when appropriate”. Teachers at J.A. Williams School’s English Department will choose an appropriate strategy to assess any developments in student competency and knowledge in relation to curriculum outcomes. This **will not necessarily translate to re-writing** a specific summative assessment. Rather, an additional written response may be used to allow students opportunities to demonstrate improvement in their writing, and the teacher may score specific target areas as deemed appropriate by student and teacher. Similarly, a reading comprehension goal may require students to do additional readings and demonstrations of understanding, whether that means multiple choice responses, written or oral presentations to the teacher, project development or any other means of assessing understanding at a grade-appropriate level. As well, a student may be required to provide a body of evidence (as dictated by the teacher) of formative work in order to qualify for re-assessment, such as attending tutorials, completing additional formative assessments, or providing proof of additional learning in relation to specific curriculum outcomes or learning goals relevant to the area of weakness for that particular student.

While **missed tests or late assignments** may not be penalized numerically, the nature of the assessment may change as deemed appropriate by the teacher. As always, if you have questions and concerns, contact the teacher directly to develop a plan for accurately assessing new learning.

1. This may include formative feedback such as corrections, editorial suggestions, questions prompting further thought, requests for further details, individual or group discussions, peer editing, and ultimately re-submission. [↑](#footnote-ref-1)