COURSE DESCRIPTION AND OBJECTIVES
English Language and Literacy Development Programming (ELLDP) will focus on the development of language and literacy skills. This will include activities, projects, and a variety of texts to improve students’ writing, reading, speaking, and listening skills.

Content from different curricular areas may be infused into the Language and Literacy program throughout the year. Students may receive credit for content courses depending on their needs and the outcomes covered in class.

Students will have the opportunity to progress through the EAL stages at different times depending on their ability, however, these courses are full year and credits will typically be granted in June. Credits will not be granted based on the number of hours spent in class, but on the progression of students’ skills in the acquisition of language and through the course material. If a student chooses to leave the program, credits may not be granted.

COURSE EVALUATION AND BREAKDOWN
This is a tentative breakdown of how students will be assessed. Sections may be altered depending on the learners’ interests and abilities. Each student will progress through the course material at his or her own rate.

Coursework 85% (of final grade)
This section of the student’s mark will focus on assessing students’ reading, writing, listening, and speaking skills through various assignments and projects. In different units, students will complete assignments and projects based on the theme. A variety of texts will be incorporated to aid students’ understanding.

Final Exam 15% (of final grade)
All EAL Stage 4 students at Vincent Massey High School will complete a final assessment, which is modelled after the Provincial Standards ELA Exam that they will write in grade 12. The exam includes a reading and responding section, as well as a writing piece. Each section will focus on one theme, which will be revealed the first day of the exam.

Portfolio
All EAL students at Vincent Massey High School will develop a portfolio and use it throughout their time in the ELLD program. It will showcase their growth in their language and literacy skills, as well as highlight areas for improvement. This should help guide students in creating goals for themselves.
**STUDENT RESPONSIBILITY GUIDELINES FOR ASSESSMENT AND EVALUATION (BSD)**

Students actively engaged in their learning are the essence of the Brandon School Division’s mission of education the whole child. The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the board of trustees. It is the responsibility of professional educators to assess, evaluate, and report on each student’s degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student’s learning process. Students are responsible for:

- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement; and
- playing an active role in assessing their own learning
- provide evidence of their learning within established timelines

The purpose of this document is to identify student responsibilities in assessment and evaluation practices, provide clear guidelines and consequences so students can make informed decisions, and to provide structures that improve the relationship between student learning and assessment. If a student demonstrates negligence in meeting their responsibilities for assessment and evaluation requirements, the following guidelines will apply:

All evaluations will be assigned a reasonable completion date by the classroom teacher. When a student does not submit a completed assessment as per the completion date, the student will be assigned a “0” grade for that assessment.

For all late assessments, the teacher, in consultation with the student and parent/guardian, may provide the student with the following opportunities:

- complete the original assessment with a new completion date and have it penalized accordingly
- complete an alternate assessment with a new completion date and have it penalized accordingly

**Late assessment accepted for evaluation will be penalized as follows:**

- **Grade 9 – 10%**
- **Grade 10 – 15%**
- **Grade 11 – 20%**
- **Grade 12 – 25%**

Example: Grade 10 student receives 80% for a late assessment. The penalty for the late assessment would be (80)(0.15)=12. The adjusted mark would be 80-12=68%.

Once the late assessment is marked, the penalized assessment mark will replace the “0” grade that was originally assigned to the student by the teacher. If the original or alternate assessment is not submitted by the new completion date, the “0” grade will be assigned to it will remain on the student’s evaluation records. The “0” grade(s) will be calculated into the student’s final mark for the unit of study and for the final mark of the course.

**DUE DATE GUIDELINES:**

Please note the following guidelines of the Brandon School Division Statement of Standards regarding the completion of assignments by students:

- A zero grade is given to unit assignments that are not submitted by the completion of the related unit’s final deadline.
- Extensions will be allowed only after discussing with the teacher, and with the teacher’s discretion.

**APPEAL POLICY**

Students are required to address all perceived mark errors directly with the teacher following the return of each evaluation assignment or following any reporting period.

If a student chooses to appeal the final course mark at the end of the semester and prior to the granting of the credit by the school principal, the following procedures must be followed:

- The student meets with the teacher to discuss the final mark. Parents/guardians should attend this meeting.
- If the student is not satisfied with the results of the meeting with the teacher, the student can activate an official appeal using the Final Grade Appeal Form.
- The Final Grade Appeal Form is forwarded to the Principal.
- The Principal forwards a copy of the Final Grade Appeal Form to the teacher with a request to forward any relevant information.
- The Principal will schedule a meeting with the student, teacher, and parent/guardian to allow presentation of information relevant to the appeal.
- The Principal reviews the information gathered, considers the information presented by all parties and makes a final decision. The final decision will have one of two results: mark remains the same or the mark is increased. Appealed marks will stand as the final mark. Students receiving 50% or above will pass the course.
HOW FAST WILL I MOVE THROUGH EAL CLASSES?
It takes 1-2 years to learn basic English (i.e. survival English) and another 5-7 to learn academic English (i.e. to be able to read textbooks, write essays and be ready for university). That means that it can take up to 9 years to be completely fluent in English. There are a few things that affect your language learning.

These things include:
- Motivation
- Attendance
- Participation
- Taking risks with language
- Educational background from your home country
- Literacy in your first language
- Your personality
- Access to the English language
- Cognitive ability

REMEMBER, the harder you work in and out of school to develop your English, the faster you will improve.

OPPORTUNITIES TO IMPROVE YOUR ENGLISH SKILLS OUTSIDE THE CLASSROOM

CONVERSATION PARTNERS – 12:30pm to 1pm on Wednesdays in ELLDP Teachers’ Classrooms
The Language Development team will be offering Conversation Partners during the lunch hour on a chosen day over the course of the year. A student whose first language is English and an EAL student will be paired together to practice their English. Check the calendar in your classroom for each week’s location.

WESTMAN IMMIGRANT SERVICES YOUTH PROGRAM – 1001 Pacific Ave, Brandon, MB R7A 0J2, Canada
Contact WIS for help on things like resumes, leadership, volunteer opportunities, and free programming available to you. Phone: (204) 727-6031 ext. 2223

VOLUNTEERING IN THE COMMUNITY
Did you know you can receive a credit for completing 110 hours of volunteering? See Mrs. Bauman in room 47 for help and advice.

PEER TUTORING – Room 11 before school, during lunch, and after school
If you need help in any of your courses regarding assignments, tests, studying, etc. you can go to Room 11 and receive help from a peer tutor in the school. Peer tutoring is offered before school, during the lunch hour, and after school. There is a schedule of hours and tutors offered outside of Room 11.
OTHER RESOURCES ACCESSIBLE TO STUDENTS AND PARENTS/GUARDIANS

MISSING ASSIGNMENTS BIN
This is for students who have missed class. A bin is located at the back of the classroom with copies of handouts students need to complete assignments. It is the student’s responsibility to keep track of their handouts and it is their responsibility to get the work they have missed.

DUE DATES
Located on the whiteboard is a homework reminder board that will include major school or classroom events and due dates.

ELLDP EVENTS
The ELLDP department will be putting on a number of events throughout the year. Please keep your ears and eyes open for upcoming dates and activities!

EMAIL UPDATES
I will send important updates and reminders through email when necessary. If you want to receive emails, please make sure you provide your email to me at the end of this course outline.

TEXT MESSAGE REMINDERS
I will send important updates and reminders through Remind101 when necessary. If you want to receive text message reminders, please follow the instructions below:
- Blocks 1 and 2 text @block123d to the phone number 819-805-0145
- Block 4 text @mspenne to the phone number 819-805-0145
- Block 5 text @block53 to the phone number 819-805-0145
Please note that I will not know your phone number and you cannot reply to the messages you receive. It is only to remind you of what is going on in the classroom.

GENERAL CLASSROOM EXPECTATIONS AND GUIDELINES
Welcome to Room 22! I look forward to working with you in the ELLD Program. This page will outline what I expect from each of you and what you can expect from me to prevent any misunderstanding. My hope is this will help all of us – meaning you, me, AND your parent/guardian – be successful.

TEAMWORK
It is important that you think of myself (Miss Penner) and your parents/guardians as people who are on the same team – your team! We all want you to do well, and will be working together closely this year to make sure you are successful.

HIGH EXPECTATIONS
I have high expectations of each of you. I expect you to work hard, push yourself, and do your best to improve and grow. I expect you to work well with others and do your best to help them. I will do the same to make sure we are a successful team.
BEHAVIOURAL EXPECTATIONS
I expect each of you to be polite, well-behaved, and respectful. This means “no moaning and no groaning.” A positive attitude on each of our parts is important to a safe and supportive classroom we can all enjoy.

ATTENDANCE
Regular, punctual attendance is important for doing well in this class. I expect you to be in class, on time. If you are late, it is expected you will sign in to acknowledge you are late. If you come to class late 3 times, I will contact your parent/guardian to ask what is happening at home.
If you are absent from class, it is your responsibility to check for handouts and come to me as soon as possible to get caught up if you need help. If you are going to be away, you need to get a parent or guardian to call into the school (at the phone number above) or send a note to school. Please do this ahead of time. Please also let me know if you will be away.

CELL PHONES AND MUSIC DEVICES
Cell phones and music devices are not allowed in class. They can be distracting for yourself, for the other students around you, and for your teacher (me). You may check your cell phones outside of the school or in the doors between the foyer and outside the school.

SPEAKING ENGLISH
It is important that students speak English as much as possible to learn the language. Thus, in class, it is expected that you will speak only English, even during work time.

ASSIGNMENT EXPECTATIONS
You are expected to complete assignments on time according to the instructions and deadlines. If you are confused with an assignment or idea presented in class, please let me know ASAP. I am more than happy to come early, stay during lunch, or stay late to give you the help you need.

EXTENSION GUIDELINES
If you know you will not be able to complete an assignment on time, you are expected to talk with me ahead of time to make alternative arrangements. Please fill out an Extension Request Sheet at least 3 days before the assignment is due. I will grant extensions within reason after discussion with you and your parent/guardian if it is necessary. Outstanding assignments that are still not turned in after a reasonable amount of time will be subject to the Student Responsibility Guidelines attached.

I look forward to working together to make this course successful. If you have any questions or concerns, please feel free to contact me at the information provided previously.
ADDITIONAL EXPECTATIONS (as discussed and agreed upon in class):

- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________

ATTENTION PARENTS/GUARDIANS
Please go over this course outline with your son or daughter and return the portion below. Please sign below to show that you and your son or daughter understands the expectations of this course. Feel free to include any comments you feel appropriate. Return this portion to class by ________________.

I understand by signing this sheet, I agree to all the expectations, rules, and guidelines outlined in this course outline and agree to do my best to follow them.

Student Name (Printed) ___________________________ Student Signature _______________________________ Date ___________________________

Parent/Guardian Name (Printed) ___________________________ Parent/Guardian Signature _______________________________ Date ___________________________

Please also fill out the information requested on the Student Information Sheet sent home with your son/daughter and return it to class by ________________.

COMMENTS AND QUESTIONS

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