Course Objective: Students in the ENC 30S (Comprehensive ELA) program will be required to call upon previous English Language Arts skills in order to explore, develop and enhance skills from the six language arts: writing (40%), reading (25%), speaking (15%), Representing (10%), Viewing (5%) and Listening (5%). This course covers a variety of purposes for these six language arts and will work equally with aesthetic texts for 50% of the course and pragmatic texts for the remaining 50% of the course time.

The course will be structured around the five general outcomes in the provincial curricula:

- 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.

Methodology:
A variety of methods will be used to reach the above objectives and will all be based on the abilities of individual students and the standards as set out in the Department of Education Guidelines. Specific methods will be elaborated on in the unit section of the outline.

Program Adaptations, Accommodations, and Modifications

Adjustments to course content and evaluation could be made for individual students if the student’s programming requires an adapted program, a modified program, or an individualized program. Adaptations, accommodations, and modifications to programs require approval of the Vincent Massey High School’s Student Management Committee.

Adapted Program: Intended for those students whose learning needs warrant changes to the teaching process, materials and/or student product to help them achieve the expected learning outcomes of the curricula.

Modified Program: Intended for those students with special needs whose cognitive challenges require modifications in curriculum goals, objectives, or outcomes of 50% or more to accommodate their special learning requirements.

Individualized Program: Intended for students whose cognitive challenges require significant changes to programming such that they are not evaluated by the standards of the regular curricula.

Parent Communication With Programs

Parent/Guardian Involvement: Parent/guardian involvement is essential when changes to student programming is required. The classroom teacher is responsible for providing parents/guardians with the information of programming changes as deemed necessary through the school’s student management committee.
**Parent/Guardian Concern/Dispute Resolution Process:** Should a parent/guardian have concerns regarding his/her son’s/daughter’s programming, he/she should first approach the classroom teacher. If he/she still has a concern that has not been addressed, he/she may appeal in the following order:

- A member of the school support team – case managers, counselors, resource teachers
- Vice Principals of the respective departments
- The Principal

**Access to Student Information: Students 18 Years of Age or Older**

Under the Public Schools Act, section 42.3(3), Consent of Adult Pupil, parents/guardians of students, who are 18 years or older, do not have access to school-related information about their son/daughter unless the student signs on or after his/her eighteenth birthday an Access to Pupil Information Consent Form that allows sharing of school information with parents/guardians.

**Student Responsibility Guidelines for Assessment and Evaluation**

Students actively engaged in their learning are the essence of the Brandon School Division’s mission of educating 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
- playing an active role in assessing their own learning
- providing 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.

All assessments and/or evaluations will be assigned a reasonable completion date by the classroom teacher. When a student demonstrates negligence and/or disregard towards the assessment and/or evaluation due date, the teacher can assign a "0" grade for the incomplete assessment and/or evaluation.

For a "0" grade to remain permanent on the student’s record for that unit of study, a teacher’s records will demonstrate that he/she had advised the student and the parent/guardian that there was an opportunity to complete the original assessment or an alternate assessment, but that it would have been penalized in accordance to divisional guidelines.

**Penalization for late assessments** is as follows:

- Grade 9 - 10%
- Grade 10 - 15%
- Grade 11 - 20%
- Grade 12 - 25%
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 alternate assessment is not submitted by the agreed upon date the student will receive a “0” for the assignment.

**Time Frame:**

**Unit 1: “Creative Writing”**

**Fiction/Nonfiction**

In this introductory unit, students will explore expressive and creative writing while examining the elements of fiction. They will also view literary elements and techniques used in “descriptive” nonfiction by taking a look at memoirs.

- Making connections to text: 40 marks
- Quiz: 20 marks
- Memoir: 30 marks
- Visual analysis

Total 100 marks

**Unit 2: Modern Novel –**

The Curious Incident of the Dog in the Nightime

Students will be exposed to a fantastically unusual detective story written from the perspective of a 15 year old autistic boy, who is obsessed with math, science and Sherlock Holmes but finds it hard to understand people. We will explore the themes of reality, isolation, fear, language and communication, identity and truth to name a few. We will also be examining autism and understanding life with autism.

Assignments will include: Daily questions and discussion - 20 marks
- Tests & Quizzes - 20 marks
- Film Analysis - 20 marks
- Final Project/presentation - (written & creative) - 40 marks

Total 100 marks

**Unit 3: Shakespeare**

Theme: Macbeth - The Lust for Power

Students will undergo an intensive examination of the life and works of William Shakespeare and the influence that he had on present day society. Particular emphasis will be placed on the play, Macbeth. Students will focus on the complexity of the main characters in this play and the sub themes of good vs evil, murder, betrayal, greed, guilt and insanity. Students will participate in dramatic reading, and a comparative analysis of the film versions of the same. (3 - 4 weeks)

Assignments will include:
- Quizzes, questions and discussions - 10 marks
- Crime scene report - 20 marks
- Character analysis (film comparison) - 20 marks
- Themes - (visual representation) - 20 marks
- Breaking News Assignment - 20 marks

Total 100 marks
Unit 4 - Media Study
Theme: Popular Culture

Popular Culture is the arts, artifacts, entertainment, fads, beliefs and values that are shared by large segments of society. With this definition in mind students will develop an understanding of the concept of popular culture and its components, as well as the prevalence of popular culture in their daily lives. The will also develop an awareness of the cyclical nature of popular culture. (2 – 3 weeks)

Assignments will include:
- Images in pop culture - 20 marks
- Music in pop culture - 20 marks
- Film in pop culture - 10 marks
- Figures in pop culture - 20 marks
- The Pop Culture Odyssey - 30 marks

Total 100 marks

Unit 5 - "It's All About Me"
The Creation of the “Personal Zine”

In this unit students will explore their own character and produce a self published, personal magazine that will be used to demonstrate reading/writing abilities as well as share personal information about who they are. This is an on going unit for the semester. Students will have Fridays of most weeks to work on this assignment but they will also be completing some of it on their own time. Students will receive a handout for this final assignment.

Total 100 marks

Term Work - 75%
Final exam/project – 25%

Final Note: Welcome to 30S Comprehensive English – here’s to a successful and enjoyable semester. I am available at noon hours (most) and during my prep (Slot B) or after school for extra help and assistance with your ELA assignments.

Mrs. Cowieson