

ENGLISH LANGUAGE ARTS

20-2 COURSE OUTLINE



TEACHER: MRS. KYLE

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ROOM NUMBER: 123

General Description

This course will aim to enable each student to understand and appreciate language and use it confidently and competently to become self-reliant thinkers and communicators. Students will gain knowledge, skills and strategies in all six aspects of language arts including listening, speaking, reading, writing, viewing and representing.

- Explore thoughts, ideas, feelings and experiences
- Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively
- Manage ideas and information
- Create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication
- Respect, support and collaborate with others

Course Values

- *Communication*: because we appreciate the importance of having a voice and making that voice stronger to improve self-expression and develop connections with others
- *Open-mindedness*: because we appreciate the need to consider differing perspectives to foster deeper understanding, acceptance and collaboration
- *Critical thinking*: because we appreciate the need to move beyond basic comprehension to explore deeper ideas and develop appreciation for language and literature
- *Growth*: because we appreciate the vital importance of being a life-long learner who embraces and seeks challenges to pursue personal and academic development and success
- *Respect*: because we appreciate the value of developing personal integrity and practicing inclusivity when interacting with others

Required Materials

Students should have a chromebook, charger, binder, writing utensils, and a note book with them daily. Our class will be using Google Classroom this semester, and all applicable notes and slides will be available there. Assignments will be completed on Google Classroom, on paper, or on Vretta.

Assignment Completion and Late Policy

It is important that assignments are completed by the given due date, to assist the teacher in providing the student with timely feedback to help them improve.

- If an assignment is not handed in by the due date it will be marked NHI in Powerschool (equivalent to 0%) until it is completed.
- Past Extended Deadline (PED): If an assignment remains unsubmitted after an agreed upon extended deadline or two weeks after the original deadline, it will be marked as a PED in PowerSchool. This is a '0' that will not be changed - it is then too late to submit the assignment. This will be clearly communicated to you before the extended deadline.
- If you know you will be absent you must make prior arrangements with me.
- If you are absent (sick, etc.) you must communicate with me and make arrangements for assignment completion. Google Classroom submission can be completed from any device on the due date. Hard copies can be handed in immediately upon your return.
- It is your responsibility to catch up on missed work, lessons, notes, etc. when you are absent - be prepared and caught up when you return.
- Make up assignments will not be an option in this course. If you work diligently the first time, there will be no need for end of semester extra credit requests.

Guidelines for Formative and Summative Assessment

- **Summative assessment** refers to the assessment *of* learning and summarizes the development of learners at a particular time. After a specified period of work, the learner demonstrates a current knowledge, skill, or ability (e.g. an essay, a project, an assignment, or a quiz on literary terms) and then the teacher marks the assignment and assigns a numerical score. The assignment aims to summarize learning up to that point. **(This will be reflected as a percentage in PowerSchool)**
- **Formative assessment** is assessment *for* learning. It is the foundation for learning and success that allows the students an opportunity to apply concepts, skills and understandings for growth in a low risk learning environment. Formative assessments do not have an impact on a student's final grade, as they are meant to allow students to practice their skills in order to prepare for summative assessments. An example of this could be feedback 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. 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. **(This will be reflected as collected in PowerSchool with comments if applicable).**

Independent Reading and Literary Selections

- Students will be required to bring an independent reading book of their choice to engage with for the first 10 minutes of each class. Students may choose any piece of literature that they wish and will not be required to complete any tests or assignments on it throughout the semester. I strongly encourage students to extend their independent reading beyond the classroom in order to further develop reading, writing, vocabulary, grammar, comprehension, and critical thinking skills.
- The material presented in texts, film, and images is purposefully chosen by Eagle Butte High School teachers to foster historical empathy and compassion for others. This helps students grow into who they are, what they want to become, and the society in which they want to live. In an attempt to portray events realistically, some material that we study may contain mature content. Emphasis on content is within educational context and benefits are purposeful to class studies as they allow students to hone and develop their critical thinking skills as they engage with increasingly complex texts. If at any time a student or parent has a concern about literary content in class, please contact me, as I am always willing and wanting to work with students and families for what best meets the personal and learning needs of students.

Evaluation and Assessment

This course is designed for the appreciation of the artistry and design of literature. We will be working with a variety of texts in order to evaluate the merit and purpose of language, and developing our skills in creating them as well. Evaluation of any one outcome may be done in any unit, or by using more than one genre. Within each category, assignments will be weighted according to complexity. Assignments and weightings may change slightly depending on time and progress of students. Course grades will be calculated using the following categories:

Major Assessments	40%
Minor Assessments	30%
Homework Completion	5%
Final Exam	25%

Cellphone Policy

To preserve a focused, respectful learning environment, personal electronic devices (including cell phones, smartwatches, and personal laptops) must remain powered off and stored in backpacks, bags, or lockers during class time, unless explicit permission is given by Mrs. Kyle.

Students are expected to contribute to maintaining Eagle Butte as a distraction-free learning environment. Unauthorized use of any personal device during class time will be treated as a violation of school expectations and will result in consequences in accordance with school policy.

Academic Honesty and Responsibility

Eagle Butte High School students are expected to act with academic integrity at all times, and to use their own knowledge to demonstrate authentic learning. At Eagle Butte, we expect our students to be honest and ethical in their schoolwork. Academic dishonesty, of any kind, is a serious offense and will be dealt with on a case by case basis by the teacher and/or administration.

Academic honesty is an approach to studies in which students conduct themselves with personal integrity and comply with established academic practices in terms of the authenticity of their work and assessments without misrepresenting others' work as their own. Plagiarism is a serious offense. There will be no tolerance for academic dishonesty, plagiarism, cheating, and colluding (all parties involved will be held responsible).

Academic dishonesty - intended or inadvertent - includes, but is not limited to:

- **Plagiarism** - misrepresenting another person's or persons' work or ideas to be your own. This can include word-for-word copying or paraphrasing without proper acknowledgement.
- **Collusion** - work done by more than one person that is intended to be completed by a single person. Collusion is distinct from collaboration in that collaboration is cooperation on academic work which is expressly permitted and openly acknowledged. Collaboration, for example, can be permitted within the context of a science lab that is completed with a partner. Likewise, group presentations are by their nature collaborative. Collusion also includes supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work** - the presentation of the same work for different assessment components and/or diploma requirements. · **Misconduct** - not complying with regulations such as exam regulations. This can include, but is not limited to, bringing prohibited items such as mobile phones into examinations or using unauthorized calculators on examinations.
- **AI and Chat GPT**- Doing academic work requires that the work you turn in is your own. A paper that is written or inspired by AI is not considered your own original work. It doesn't matter which AI program/software you use. Using any of these to write your papers is considered a form of plagiarism. **AI is not a replacement for human work or judgment.** There are several issues, including:
 - Content or information from AI tools may not be properly cited or referenced.
 - Content or information from AI tools may be inaccurate, false, misleading, biased or offensive.
 - Content or information may be repetitive or poorly phrased.
 - Reliance on AI does not allow for learning or demonstrating your understanding of ideas and concepts.

Depending on the severity of the violation, the offending student(s) may suffer consequences in consultation with the teacher and administration.

Respect and Integrity

Our classroom is to be a safe and comfortable space for everyone. You are expected to behave respectfully and with integrity. This includes respect for others, yourself, the classroom, and supplies. In turn, you will be respected and trusted by others. Throughout the semester, you will be encouraged to develop your own opinions. This means you are also responsible to remain open-minded to the opinions of others. All opinions should be presented in a respectful manner, or not shared at all. Put downs of any kind to yourself or others, derogatory language, and disrespectful actions and attitudes will NOT be tolerated.