



Composition 11 Course Outline

This course offers the opportunity to explore various themes, authors, and genres. Students will deepen their understanding of themselves, others, and the world through the study of text, stories, and various forms of media. This course will also develop students' written communication through the exploration of literature in a variety of contexts. Students will explore and create coherent, purposeful compositions while developing and refining their writing skills.

Some things students will do...

- explore specific themes, periods, authors, or areas of the world through literary works in a variety of media
- broaden their understanding of themselves and the world
- compose narrative, expository, descriptive, persuasive, and formal pieces of writing
- plan, outline/draft, and edit their pieces of writing
- share their ideas orally in groups and with the class

Silent Reading

We will begin each class with silent reading. At the moment, simply select a novel you are interested in reading. If I would like you to complete an assignment related to your novel, I will give you plenty of notice before the due date.

Supplies

Bring your binder (with paper in it), handouts, assignments, silent reading novel, and pen/pencil with you to every class.

- You will need one divider in your binder. The back section of your binder will be used to keep your marked assignments, reflections, etc. separate from all other handouts. You can title this divider/section Marked Work. Please note, marks for assignments completed using TEAMS will be returned to you via TEAMS.

TEAMS

Assignments

All assignments (except in-class writing assignments) are to be turned in via your Assignments Channel on Teams. Please follow the outlined due dates and times that have been assigned.

- In-class writing assignments will be written on paper. All other assignments will be completed using Microsoft Word and turned/handed in as Word documents.

Behaviour/Attitude

- Everyone's ideas and voice will be heard and respected
- Be respectful - don't talk while others are talking, raise your, etc
- No profanity (swearing), pushing, shoving or "play" fighting
- You are responsible for your table area. Clean up after yourself and do not write on the tables

Lateness

Come to class on time ready, and willing, to learn with a positive attitude. Lateness will not be tolerated. You must make an effort to arrive on time. If you are late do not disrupt the class; come in quietly and take your seat.

Absences

Please have your parent/guardian call the school to notify the school of an absence.

- In addition to this, please send me an email or Teams message to inquire about missed work.
- Regardless of the reason (why you are absent), please be responsible and try your best to keep up-to-date with the work you have missed. Please contact a classmate before returning to class.

Prolonged and unexcused absences

Certain activities, assignments and oral assessments can only be assessed by observations made in classroom settings. Thus, prolonged and/or unexcused absences could affect your mark negatively.

- Please see me well in advance to discuss how your absence may impact your progress

Food & Electronics

My general policy is no food in class. However, if you need to eat something small in class, please go ahead.

Please use your electronic devices appropriately, maturely and responsibly.

- No music while I am teaching or if you are completing an in-class writing assessment. When you are working individually, you may listen to your music.
- Phones are only to be used for schoolwork – this means you should not be texting, going on snapchat, Instagram or twitter, etc
- Consequences: warning, confiscation of electronics, call home, and office referral

Assessment

Proficiency Scale	Percent	Letter Grade
Extending +	100	A
Ex +	96	A
Ex	92	A
Ex -	88	A
Proficient +	83	B
P	79	B
P -	75	B
Developing +	71	C+
D	67	C
D -	63	C
Emerging +	58	C-
E	54	C-
E-	50	C-
Insufficient Evidence	42	I
IE	33	I
IE	17	I

Success in the class

I would like all of you to be successful in this course. In order for this to occur, communication is key. If you would like help with assignments, developing your English Language skills, etc, please see me to set up a time to meet. I will make sure we find a time (before school, at lunch or after school) that works for both of us to meet.

If you attend class regularly, successfully complete all of your assignments and projects, and actively take part during our group/class discussions and activities, you will do well in this class. Please remember, as unique individuals, doing well and being successful will look differently for each of you. Please remember you *earn* your mark – I do not *give* you a mark.

Oral Language Assessment Class and Group Discussions/Activities

An effective discussion occurs when students are able to show their understanding of a topic by...

- providing interesting, insightful ideas
- providing logical and well-developed details to support their ideas
- agreeing and/or disagreeing with others' ideas in a respectful manner
- making interesting and insightful text-to-text, text-to-self, and/or text-to-world connections

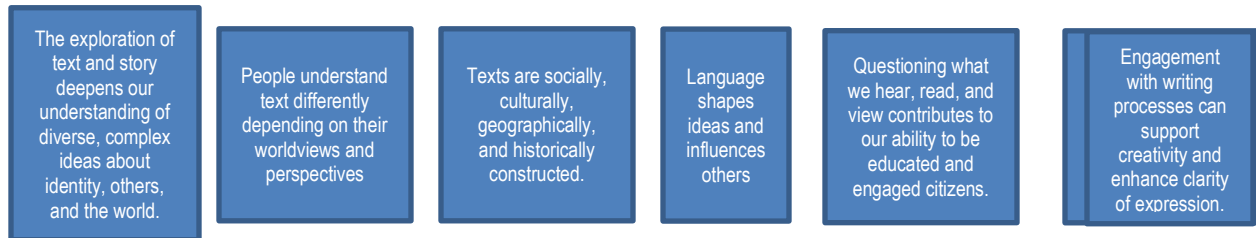
Aspect	Not Yet Meeting Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Ideas/ Information	<ul style="list-style-type: none"> ○ Does not contribute ideas; irrelevant ideas 	<ul style="list-style-type: none"> ○ Occasionally contributes ideas; may be irrelevant and/or repetitive at times 	<ul style="list-style-type: none"> ○ Often contributes relevant ideas 	<ul style="list-style-type: none"> ○ Consistently contributes well-chosen relevant, interesting ideas that help move the discussion forward
Understanding	<ul style="list-style-type: none"> ○ Does not show basic understanding ○ Does not summarize or restate ideas 	<ul style="list-style-type: none"> ○ Shows basic, surface-level understanding ○ Summarizes/ restates general ideas 	<ul style="list-style-type: none"> ○ Shows clear understanding; some insight ○ Summarizes key points 	<ul style="list-style-type: none"> ○ Shows insightful understanding ○ Synthesizes key points effectively
Connections/ Views	<ul style="list-style-type: none"> ○ Does not connect to or acknowledge others' ideas ○ Does not make further connections ○ Does not show willingness/ openness for exploration and/or other views 	<ul style="list-style-type: none"> ○ Occasionally makes some connections to and/ or acknowledges others' ideas ○ Might make one or two text-to-text, text-to-self, or text-to-world connections ○ Somewhat open to exploration; may have difficulty considering more than one view 	<ul style="list-style-type: none"> ○ Often connects to and acknowledges others' ideas ○ Makes some text-to-text, text-to-self, or text-to-world connections ○ Open to exploring and considering diverse views 	<ul style="list-style-type: none"> ○ Consistently connects to, acknowledges and builds off of others' ideas ○ Makes interesting and insightful text-to-text, text-to-self, or text-to-world connections ○ High degree of openness/ exploration; seeks diverse views
Questions	<ul style="list-style-type: none"> ○ Does not ask questions 	<ul style="list-style-type: none"> ○ Asks some questions (usually about facts) 	<ul style="list-style-type: none"> ○ Asks questions to clarify and sometimes helps move the 	<ul style="list-style-type: none"> ○ Asks interesting questions that advance the discussion and/or

			discussion forward	spark other topics of discussion
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CORE COMPETENCIES:

- **Thinking**
- **Communicating**
- **Personal and Social Responsibility**

BIG IDEAS:



CURRICULAR COMPETENCIES:

COMPREHEND AND CONNECT	CREATE AND COMMUNICATE
<ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view • Recognize and understand the diversity within and across First Peoples' societies, as represented in texts • Understand the influence of land/place in First Peoples' and other Canadian texts • Access information for diverse purposes and from a variety of sources to inform writing • Evaluate the relevance, accuracy, and reliability of texts • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking • Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize and understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact • Identify bias, contradictions, distortions, and omission 	<ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking • Respond to text in personal, creative, and critical ways • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Express and support an opinion with evidence • Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • Use acknowledgements and citations to recognize intellectual property rights • Transform ideas and information to create original texts, using various genres, forms, structures, and styles • Experiment with genres, forms, or styles of creative and communicative texts

Students will be assessed using two methods

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Students will receive descriptive feedback that has no letter grade or numerical value attached to it. The purpose of this type of assessment is to help students understand how they could</p>	<p>Students will receive feedback that has a letter grade attached to it. The purpose of this type of assessment is to determine students' level of achievement in relation to the learning</p>

<p>improve their learning. In order to improve, it is expected that students will use the feedback they receive to address three questions:</p> <ul style="list-style-type: none">• Where am I now with my learning?• Where am I going?• How am I going to get there?	<p>standards. These assessments will be used to determine marks for each formal reporting period.</p>
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<p>ASSESSMENT TOOLS</p> <ul style="list-style-type: none">• Written/Visual• Verbal
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Breakdown of marks

Writing Assessment: 25%

Reading Comprehension: 25%

Representation: 25%

Presenting: 15%

Participation: 10%

