

ENGLISH COURSE OUTLINE

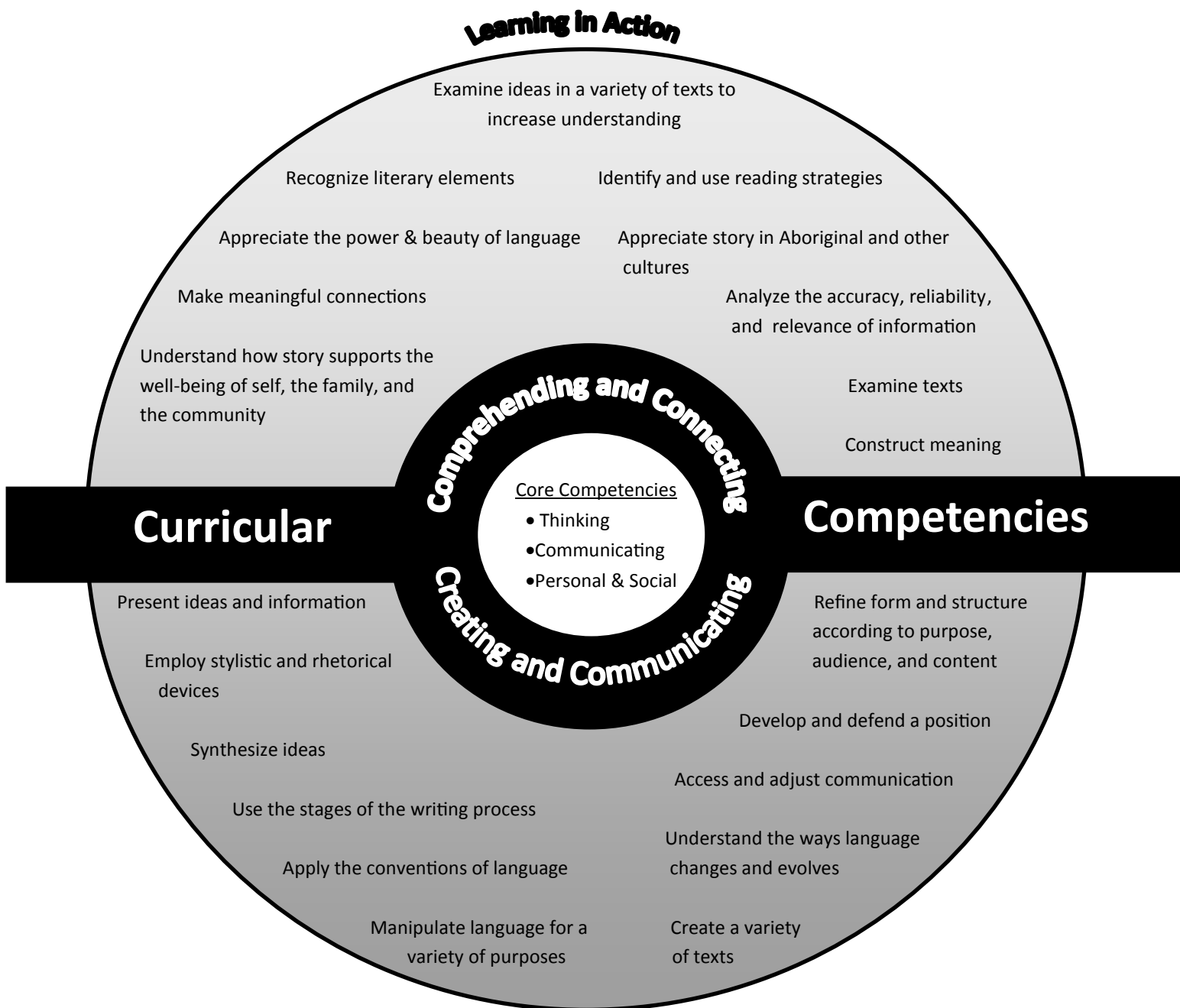
BIG IDEAS

Throughout this course, we will explore BIG IDEAS that are central to the English curriculum. In our exploration of these ideas we will focus on the following understandings.

- Language shapes ideas and influences others.
- The exploration of text and story deepens our understanding of diverse and complex ideas about identity, others and the world..
- People understand text differently depending on their worldviews and perspectives.
- Questioning what hear, read, and view contributes to our ability to be educated citizens.
- Texts are socially, culturally, geographically, and historically constructed.

LEARNING STANDARDS

Students will develop the following curricular competencies using oral, written, visual, and digital text.



Students will be assessed using two methods:

FORMATIVE ASSESSMENT

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 improve their learning. In order to improve, it is expected that students will use the feedback they receive to address 3 questions:

- *Where am I now with my learning?*
- *Where am I going with my learning?*
- *How am I going to get there?*

SUMMATIVE ASSESSMENT

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 standards. These assessments will be used to determine marks for each formal reporting period.

ASSESSMENT Types

- Written/ Visual
- Verbal

LETTER GRADES

Letter Grade	Descriptor	Description of student understanding
A	Exceeding	The student demonstrates excellent or outstanding performance in relation to expected curricular competencies.
B	Fully Meeting	The student demonstrates very good performance in relation to curricular competencies.
C+	Meeting	The student demonstrates good performance in relation to curricular competencies.
C	Minimally Meeting	The student demonstrates satisfactory performance in relation to curricular competencies.
C-	Minimally Meeting	The student demonstrates minimally acceptable performance in relation to curricular competencies.
I	In Progress / Incomplete	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to curricular competencies.
F	Failed (end of course)	The student has not demonstrated, or is not demonstrating the minimally acceptable performance in relation to curricular competencies.

My son or daughter has reviewed the course outline with me.

Signed: _____
 Parent/Guardian Student Date