



Welcome to the Grade 10 Orange Community

On behalf of all staff in the Grade 10 Orange Community we would like to welcome you and your son or daughter to Robert Thirsk High School. We have truly enjoyed our first week getting to know the students in a variety of ways. We have practiced problem solving, collaboration, self-awareness, developed our personal growth, and identified our global and cross-cultural understanding. Next week we will be touring a travelling Canada 150 exhibit, seeing a school wide BeakerHead presentation (on design and creative thinking) and hearing from inspirational speaker-- Orlando Bowen. We will also familiarize the students with the Learning Commons and the Maker Space. Along with these experiential opportunities we will begin a regular schedule for Grade 10 students- with work commencing in each of their 4 core courses. We are anticipating a successful and engaging school year with the students of the Orange Community; please don't hesitate to contact any of the staff members with your concerns and/or questions.

ORANGE COMMUNITY CONTACT INFORMATION

Community Learning Leader: Jacqui Connelly

jconnelly@cbe.ab.ca

Orange Connect Teachers:

Claire MacGillivray (Social Studies)

chmacgillivray@cbe.ab.ca

Adam Little (Math)

adlittle@cbe.ab.ca

Leah Andries (Science)

lhandries@cbe.ab.ca

Diana Stewart (Phys. Ed)

dmstewart@cbe.ab.ca

Calum Heron (Bus. Opp, Phys. Ed)

caheron@cbe.ab.ca

Whitney Campagne (Math 10-3 & Science 14)

wecampagne@cbe.ab.ca

Upcoming Dates of Importance:

Parent Info Meeting for the Writing on Stone field trip- 6:00pm September 12th

Meet the Teacher- 6pm September 19th

Writing on Stone Overnight Field Trip- September 27th and 28th

CLASS SPECIFIC INFORMATION



SCIENCE 10

Students are assessed based on both curricular outcomes and competencies. Multiple opportunities will be provided for students to review material, increase their understanding of outcomes and complete reassessments. Students will be provided with the opportunity to complete quiz corrections on all outcome quizzes which will help to identify any misconceptions and build a stronger knowledge base in each outcome. Students will also be provided with the opportunity to go over all unit assessments in order to improve upon both their study skills and test taking strategies. Reassessment opportunities will be built into the course throughout the year with students being required to demonstrate that they have taken steps to relearn the outcome through their attendance of tutorials in Focus.

SOCIAL STUDIES 10 AND ELA 10

Students will be assessed on course based outcomes, and skill based competencies. It is imperative students submit their work as evidence of their learning. All major assessments will be accompanied by a rubric outline expectations and levels of success. Collaborative projects, and meaningful interaction with their communities will be encouraged in Social 10. Some interdisciplinary work will be completed from a Humanities approach with Ms. Connelly and Ms. MacGillivray. In English 10 students will be required to respond personally, critically and creatively in a variety of formats and to read a range of literature including, poetry, Shakespeare, novels, short stories, etc. Students will be expected, at times, to work in small groups, present to peers and present to larger groups of students of teachers. Viewing, representing, listening, speaking, reading and writing are the six major strands of the English course. Therefore assessments will use a range of these skills, and students are asked to work towards mastery in these areas. There will be opportunities for students to pursue work at a more challenging level if required. If students do not understand how they are assessed on an assignment, they are encouraged to seek clarification from teachers. Reassessment opportunities can be discussed with teachers.

MATH 10

Students are assessed based on curricular outcomes and competencies (problem solving, communication, collaboration). Students are asked to demonstrate understanding through in class problem solving/tasks, in outcome-based assessments, projects and self-reflections. Each outcome and competency will be assessed multiple times through outcome checks, projects, problems and assignments. This information then will be used to develop a spectrum grade for each outcome and competency. If struggling with specific outcomes or competencies, it is an indication that students should be seeking additional support from their teacher. The assessments look at the mastery of different levels of problems (Basic, Adequate, Competent, Skilled, and Exemplary). Completion of assignments, projects, problems, and self-reflection throughout the course is important for success in Math. Opportunities for reassessment can be arranged with the teacher during Focus. In order to reassess, students must demonstrate that they have done re-learning of the outcome.



Technology

All four core classes use D2L for course content, however, Math uses D2L for grades and assessment as well. ELA, Social Studies, and Science use HomeLogic for marks/grades. Student attendance records, and report cards (after the report card is sent home) is accessible on HomeLogic as well.

The school website, and Virtual Learning Commons (VLC) are also valuable sources of information. There is a public calendar, school contact numbers, and more.

D2L “How-To” for all four cores

- Go to: <https://d2l.cbe.ab.ca>
- Under parents, click on “How to login”
- Follow instructions provided
 - Note: Please ensure you use the email address on file with CBE
- Parents are unable to see the same content as students, therefore, it may be beneficial for students to share their ID/password with parents

HomeLogic “How-To” for Science, ELA, and Social Studies

- Go to: <https://sirswebapps.cbe.ab.ca/HomeLogic>
- Click on “New User” under the login button (on the left side of the screen)
- Follow instructions accordingly

ASSESSMENT

At RTHS we use both formative and summative assessment. Formative Assessment is ongoing feedback that is used to help “coach” students towards improved products, performances and demonstrations of learning. Students and teachers will often talk about where student’s work is in relation to the spectrum. Summative Assessment is a comparison at a particular moment in time between individual student achievement and the required outcomes/competencies of the Programs of Study and summative assessments are most often reported as a percentage. Students will receive a percentage on the January report and all subsequent reports. Since the core courses run year-long the November report is based on fewer assignments and will be reported as a spectrum range.



RTHS Assessment Spectrum



Descriptors	Not Meeting	Basic	Adequate	Competent	Skilled	Exemplary
Proficiency level Descriptors	You are not yet demonstrating a basic understanding of curricular outcomes and competencies.	You are demonstrating a basic understanding of curricular outcomes and competencies.	You are demonstrating an adequate understanding of curricular outcomes and competencies in some ways.	You are demonstrating a competent and sometimes complex understanding of curricular outcomes and competencies in appropriate ways.	You are skilled at demonstrating a complex understanding of the curricular outcomes and competencies in many ways.	You are demonstrating exemplary and complex understandings, connections, and applications of curricular outcomes and competencies in variety of ways
Letter Representations	NM	B	A	C	S	E
Grade Ranges	<50%	50-59%	60-69%	70-79%	80-89%	90-100%

BLENDED COURSES

At RTHS we blend courses in ELA, Math, Social Studies and Science in grade 10. We blend because we believe that students still have room to grow and succeed beyond their capabilities in grade 9. As staff we will communicate the outcomes required for each course sequence so that students can challenge themselves and complete the highest sequence based on their abilities, interests, past successes and future plans.

We want to be responsive to student needs and adapt programming as required. We will communicate with parents and students if students are struggling with outcomes from the 10-C or -1 curriculum and would benefit from studying and learning material in a different course sequence. Initial discussions regarding sequence changes will occur near the end of the first semester for ELA and Social. Math 10-3 and Science 14 will be offered students throughout the first semester.

We look forward to our continued partnership to support your child's learning.