

English Language Arts 20 – Distance Education

GENERAL INFORMATION

- i. ELA 20 – 2017/2018
- ii. Instructor – Rene Cannon
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COURSE DESCRIPTION

- i. The ELA 20 program is designed for students to extend their language skills and strategies and become competent and confident users of all six language arts strands through many opportunities to view, listen, read, represent, speak, and write in meaningful contexts. Students will work to develop these skills through two units of study. Unit One, Starting Out - Beginning & Becoming, will explore, define, and explain the “big ideas” relating to: The Past and the Present; Triumphs and Trials; Discovery and Disillusionment; Relationship with Family, Peers; Celebration and Rites of Passage. Unit Two, Moving Forward - Establishing & Realizing, will incorporate: Turning Points and Transitions; Evolving Roles and Responsibilities; Opportunities and Obstacles; Risks and Rewards; Beliefs and Goals (*adapted from the ELA 20 Saskatchewan Curriculum)
- ii. Prerequisite – ELA A10

STUDENT LEARNING OUTCOMES

Learning Outcomes from the ELA 20 Curriculum include:

Comprehend and Respond (CR)

CR 20.1 - View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:

- identity (e.g., Relationships with Family and Others);
- social responsibility (e.g., Evolving Roles and Responsibilities); and
- social action (agency) (e.g., The Past and the Present).

CR 20.2 - View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including illustrations, photographs, art works, maps, charts, graphs.

CR 20.3 - Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches.

CR 20.4 - Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.

Compose and Create (CC)

CC 20.1 - Create a range of visual, multimedia, oral, and written texts to explore:

- identity (e.g., Relationships with Family and Others);
- social responsibility (e.g., Evolving Roles and Responsibilities); and
- social action (agency) (e.g., The Past and the Present).

CC 20.2 - Create visual or multimedia presentations using dramatization or role-play, including a presentation of an interview of a literary character (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, or international text.

CC 20.3 - Speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.

CC 20.4 - Create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.

Assess and Reflect (AR)

AR 20.1 - Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.

AR 20.2 - Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests.

TEACHING STRATEGIES

- i. ELA 20 will be a digital, project-based course delivered through Moodle. While you will be able to work on this course at whatever time suits you, there will be a suggested set of deadlines in order to help you succeed in completing the course within the given semester. Projects may include, but will not be limited to:
 - a. Multimedia presentations
 - b. Recorded audio presentations
 - c. Formal Essays
 - d. Poetry presentations/writing
 - e. Threaded discussions with other members of the course
- ii. Sample deadlines
 - a. Semester One
 - i. September 5 - November 10: Unit One: Starting Out: Beginning and Becoming
 - ii. November 14 - January 19: Unit Two: Moving Forward: Establishing and Realizing
 - b. Semester Two
 - i. February 1 - April 6: Unit One: Starting Out: Beginning and Becoming
 - ii. April 9 - June 15: Unit Two: Moving Forward: Establishing and Realizing
- iii. Final exams will be given through a supervising teacher on a date that will be pre-arranged according to the student's exam schedule. In the event that a student is not registered within a school or does not have a supervising teacher, special arrangements will be made.
- iv. Unit One – Starting Out: Beginning and Becoming Sample Questions/Understandings:
 - a. How do the experiences of you and childhood provide a foundation for life?
 - b. What how do play, a sense of wonder, imagination and discovery contribute to the development of healthy children and youth?
 - c. How do societies and various cultures attend to the needs of their children and youth? How do the treatment and expectations of children and youth vary throughout the world and across cultures?
 - d. What can be done to ensure the safety and health of all our children and adolescents?
 - e. How do relationships with others affect the identity, values, and beliefs of children and youth?
- v. Unit Two – Moving Forward: Establishing and Realizing Sample Questions/Understandings:
 - a. How do our relationships with others evolve and influence us as we mature and age?
 - b. Are all the roles and the work associated with those roles valued or respected equally?
 - c. How and why will you prepare for your future?
 - d. What are the contemporary expectations of adults?
 - e. How can we prepare for the roles and expectations that we have for ourselves and that others have for us?
 - f. As we mature, what are our responsibilities to self and to others? How do these responsibilities change?

- i. List the required textbook(s): To Kill a Mockingbird (Harper Lee), other selections to be listed on Moodle.
- ii. Additional readings will be provided by the instructor through Moodle (either in print or audio version)
- iii. Any projects requiring multimedia presentations or tools can be created using whatever software/equipment is available at your home or school. The instructor and students will work together to ensure that all assignments can be completed using what is available.

EVALUATION:

Learning outcomes for ELA 20 are divided into three main areas and will be assessed in the following way throughout the course:

Comprehend & Respond - 35%

- Activities related to literature studied--including reflective journals, an extensive novel study, and before/during/after reading/listening/viewing activities.

Compose & Create - 35%

- There are numerous curriculum requirements for this course focusing on creating through writing, speaking and representing. These include: a personal essay, a dramatic reading, and a letter of application and resume.

Assess & Reflect - 10%

- In order to achieve success and show evidence of learning, students will set goals for achievement and reflect on their own work as well as their peers.

Final Exam – 20%

- A comprehensive final exam will be given when the student has completed the course work. The exam will be a reflection of the material and learning outcomes that have been assessed throughout the semester.

Note: All outcomes will be assessed by using formative (during development/practice for student feedback) and summative (a final assessment to determine mastery) assessments.

On the final page of this syllabus, you may view a sample rubric adapted from the ELA 20 curriculum for assessment.

Holistic Scoring Guide

Insightful: Assignment/response is insightful and sophisticated and demonstrates confident control of language. Assignment expectations are exceeded on one or more levels. The assignment/response astutely conveys the message and achieves the purpose for the intended audience. The assignment/response is well-crafted, fully developed, well organized, can coherent. Sentences are varied and polished. The few errors are likely the result of risk-taking.

Thoughtful: Assignment/response is thoughtful and clear and demonstrates effective control of language. The assignment/response clearly conveys the message and achieves the purpose for the intended audience. The assignment/response is fully developed, logical, organized, and coherent. Sentences are varied and correct. The few errors do not impede communication.

Straightforward: Assignment/response is straightforward and predictable and demonstrates adequate control of language. The assignment/response clearly and predictably conveys the message to achieve the purpose and demonstrates some awareness of the intended audience. The assignment/response is adequately developed with sufficient, but formulaic organization. Common sentence constructions are correct but show little variety. Minor errors, though noticeable, do not impede understanding.

Adequate: Assignment/response is adequate and demonstrates rudimentary control of language. The assignment/response conveys a recognizable message in a simple way and neither consistently achieves purpose nor consistently demonstrates awareness of the intended audience. The assignment/response is understandable but would benefit from more development. Common and simple constructions are generally correct but show little variety. Some errors impede understanding.

Limited: Assignment/response is limited and demonstrates uneven control of language. The assignment/response conveys a limited, over-generalized message that addresses only a portion of the prompt and does not achieve the purpose. The assignment/response demonstrates limited awareness of the intended audience. The assignment/response demonstrates less than adequate planning. Common and simple sentence constructions demonstrate some control, but attempts at variety result in awkwardness and obscured meaning. Frequent errors impede understanding.

Unclear: Assignment/response is unclear and unfocused and demonstrates little to no control of language. The assignment/response is unfocused and unclear. The assignment/response demonstrates no awareness of the intended audience. The assignment/response does not show evidence of planning, and it is difficult to determine main ideas. Sentences are incomplete, run-on, and/or simple in structure. Many errors obstruct and prevent understanding.

Not scorable: Assignment/response is too short to warrant a mark.