

## English Language Arts A10 – Distance Education

### **GENERAL INFORMATION**

- i. ELA A10
- ii. Instructor – Rene Cannon
- iii. Contact Information
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### **COURSE DESCRIPTION**

- i. The ELA A10 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, The Mysteries of Life, will explore, define, and explain the “big ideas” relating to: The Joys of the Mind, Body, and Spirit; Mysteries of the Human Brain and Imagination; Mysteries of this World and Beyond; The Fantastic. Unit Two, The Challenges of Life will explore: Explaining the World through our Foundational Stories; Destiny and Challenges of Life; Human Existence; Decisions. (\*adapted from the ELA A10 Saskatchewan Curriculum)
- ii. Prerequisite – ELA 9

### **STUDENT LEARNING OUTCOMES**

Learning Outcomes from the ELA A10 Curriculum include:

#### **Comprehend and Respond (CR)**

CR A10.1 - Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Foundational Stories);
- social responsibility (e.g., Destiny and Challenges of Life); and
- social action (agency) (e.g., Human Existence).

CR A10.2 - View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.

CR A10.3 - Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied.

CR A10.4 - Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.

#### **Compose and Create (CC)**

CC A10.1 - Create a range of visual, multimedia, oral, and written texts to explore:

- identity (e.g., Foundational Stories);
- social responsibility (e.g., Destiny and Challenges of Life); and
- social action (agency) (e.g., Human Existence).

CC A10.2 - Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print.

CC A10.3 - Use oral language to express a range of information and ideas in formal (including a prepared talk on a familiar topic, an oral presentation of a passage of prose or poetry, and a retelling of a narrative or a recounting of an experience or event) and informal (discussion and group work) situations.

CC A10.4 - Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eye-witness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form)

### **Assess and Reflect (AR)**

AR A10.1 - Establish and apply criteria to evaluate own and others' work.

AR A10.2 - Set personal language learning goals and select strategies to enhance growth in language learning.

### **TEACHING STRATEGIES**

- i. ELA A10 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 1 - November 11: Unit One: The Mysteries of Life
    - ii. November 14 - January 23: Unit Two: The Challenges of Life
  - b. Semester Two
    - i. January 31 - April 7: Unit One: The Mysteries of Life
    - ii. April 10 - June 20: Unit Two: The Challenges of Life
- 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 – The Mysteries of Life: Sample Questions/Understandings:
  - a. In explorations that engage our mind, body, and spirit, we find joy and fulfillment. Life is filled with mysteries from the extraordinary to the common.
  - b. The human brain, for example, is a fascinating yet mysterious subject. Its endless capabilities, such as storing memories and imagining possibilities within and beyond this world, continue to amaze and confound us.
  - c. For centuries, humans have searched for answers to life's mysteries; even now, as we explore and ponder these mysteries, we discover and encounter different ways of knowing (natural, traditional, scientific, aesthetic, religious, and mystical) or explaining those mysteries.
- v. Unit Two – The Challenges of Life: Sample Questions/Understandings:
  - a. Foundational stories are ways of making sense of life, of examining our past, of understanding our present, and of envisioning our future. Fate and destiny may play a role in our lives. Wherever we go, we meet life's challenges. As we meet those challenges, we develop the qualities that enable us to grow, and we anticipate other critical challenges we may encounter.
  - b. Challenges benefit both society and each individual; for without challenges, neither society nor the individual can move forward. Every challenge a society encounters provides opportunities for that society to examine issues, to foster the exchange of ideas, and to explore ways to rise to the challenge.
  - c. The challenges we encounter lead us to examine our existence and to make decisions that shape our society and ourselves. The world influences us, and we, in turn, influence the world.

- i. List the required textbook(s): To be listed on Moodle at a later date.
- 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 A10 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.

**Grade Ten Rubric – Compose and Create**

<b>Compose and Create (Representing, Speaking, and Writing)</b>					
Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
<b>Holistic</b>					
<b>Composition and Presentation Overall</b>					
<p>The visual, multimedia, oral, or written composition is original and insightful.</p> <p>Product is well-crafted, fully developed, and appropriate to purpose and audience.</p> <p>Planning is evident and the composition or presentation comes together as a secure whole.</p> <p>The student demonstrates confident control of the language elements of composition and presentation.</p> <p>The few errors in mechanics are likely the result of risk-taking.</p>	<p>The visual, multimedia, oral, or written composition is clear and thoughtful.</p> <p>Product is fully developed and appropriate to purpose and audience.</p> <p>Planning is evident and the composition seems complete.</p> <p>The student effectively controls the language elements and techniques.</p> <p>The few mechanical errors do not impede communication.</p>	<p>The visual, multimedia, oral, or written composition is logical and straightforward.</p> <p>Product is adequately developed, appropriate to purpose, and shows some awareness of audience.</p> <p>Planning identifies main ideas.</p> <p>The student demonstrates control over the language elements and techniques.</p> <p>Minor errors, though noticeable, do not impede audience understanding.</p>	<p>The visual, multimedia, oral, or written composition is satisfactory but unrefined.</p> <p>Product is understandable but uneven in its development. Product maintains the purpose on a basic level, but may not show awareness of audience.</p> <p>Planning shows an awareness of purpose.</p> <p>The student shows a basic control over the language elements and techniques.</p> <p>Some errors in mechanics may impede understanding.</p>	<p>The visual, multimedia, oral, or written composition is limited and over-generalized.</p> <p>Product demonstrates uneven/uncertain control over the language elements relative to the purpose. Product may not show awareness of audience.</p> <p>Less than adequate planning results in inconsistent development.</p> <p>The student shows some control over the language elements and techniques but attempts at variety result in awkwardness and/or obscured meaning.</p> <p>Frequent mechanical errors impede understanding.</p>	<p>The visual, multimedia, oral, or written composition is unfocused and unclear.</p> <p>Product is difficult to follow. The purpose is unclear, and/or the subject may be off topic.</p> <p>Evidence of planning is absent.</p> <p>The composition shows an uncertain grasp of the basic language elements relative to the purpose. Sentences are incomplete, run-on, or simple in structure.</p> <p>Frequent mechanical and structural errors impede understanding.</p>