Phone: 1-306-682-2558
Toll-free: 1-866-966-2558
Fax: 1-306-682-5154
10366 8th Avenue
PO Box 40
Humboldt, Saskatchewan
S0K 2A0

English Language Arts A30 – Distance Education

GENERAL INFORMATION

   i. ELA A 30

  ii. Instructor – Rene Cannon

  iii. Contact Information
- a. Email – rene.cannon@horizonsd.ca
- b. Text – (306) 320-7831

COURSE DESCRIPTION

   i.   The ELA A30 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, Canadian Perspectives: Distinct and Rich, will explore, define, and explain the "big ideas" relating to: Define the Individual, Negotiate the Community; Celebrate the Glorious, Acknowledge the Scandalous; Shift Centres, Blur Margins; Understand Beliefs, Initiate Action. Unit Two, Canadian Landscapes: Diverse and Dynamic, will incorporate: Natural and Constructed; Psychological and Physical; Historical and Contemporary; Personal and Societal (*adapted from the ELA B30 Saskatchewan Curriculum)

  ii.   Prerequisite – ELA 20

STUDENT LEARNING OUTCOMES

Learning Outcomes from the ELA A30 Curriculum include:

Comprehend and Respond (CR)

CR A30.1 - View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:
- identity (e.g., Define the Individual, Negotiate the Community)
- social responsibility (e.g., Shift Centres, Blur Margins), and
- social action (agency) (e.g., Understand Beliefs, Initiate Action).

CR A30.2 - View and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.

CR A30.3 - Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.

CR A30.4 - Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.

Compose and Create (CC)

CC A30.1 - Create a range of visual, multimedia, oral, and written texts to explore:
- identity (e.g., Define the Individual, Negotiate the Community)
- social responsibility (e.g., Shift Centres, Blur Margins), and
- social action (agency) (e.g., Understand Beliefs, Initiate Action).

CC A30.2 - Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.

CC A30.3 - Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.

Phone: 1-306-682-2558
Toll-free: 1-866-966-2558
Fax: 1-306-682-5154
10366 8th Avenue
PO Box 40
Humboldt, Saskatchewan
S0K 2A0

CC A30.4 - Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.

Assess and Reflect (AR)

AR A30.1 - Assess own and others' work for precision, clarity, and artistry

AR A30.2 - Reflect on and assess understanding of self as a self-directed, self-appraising, and strategic learner.

TEACHING STRATEGIES

i. ELA A30 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. Short story analysis

    b. Multimedia presentations

    c. Recorded audio presentations

    d. Formal Essays

    e. Poetry presentations/writing

    f. Threaded discussions with other members of the course

ii. Sample deadlines

    a. Semester One

        i. September 3 - November 7: Unit One: Canadian Perspectives: Distinct and Rich

        ii. November 12 - January 24: Unit Two: Canadian Landscapes: Diverse and Dynamic

    b. Semester Two

        i. January 31 - April 11: Unit One: Canadian Perspectives: Distinct and Rich

        ii. April - 21 - June 19: Unit Two: Canadian Landscapes: Diverse and Dynamic

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: Canadian Perspectives: Distinct and Rich Sample Questions/Understandings:

    a. What does it mean to be Canadian?
    b. What sort of people are we?
    c. How do we express and convey our identity as a people?
    d. What are our values, and how do we demonstrate them within and beyond our borders?
    e. How do our visual, oral, print, and multimedia texts reveal what it means to be Canadian?
    f. How does diversity benefit Canada and Canadians?

v. Unit Two: Canadian Landscapes: Diverse and Dynamic Sample Questions/Understandings:
    a. How has this vast land shaped individuals, cultural groups, and nations of people within Canada?
    b. How do the landscapes in which we live influence our thinking, our ways of being, and our interactions with others?
    c. How and why is the understanding of landscape changing?

Phone: 1-306-682-2558
Toll-free: 1-866-966-2558
Fax: 1-306-682-5154
10366 8th Avenue
PO Box 40
Humboldt, Saskatchewan
S0K 2A0

COURSE MATERIALS

i. List the required textbook(s): Novels/plays to be listed in 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 A30 are divided into three main areas and will be assessed in the following way throughout the course:

Comprehend & Respond - 25%

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

Compose & Create - 25%

- There are numerous curriculum requirements for this course focusing on creating through writing, speaking and representing. These include: a formal essay, an oral award nomination and a multimedia presentation on a social issue.

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 – 30%

- 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 A30 curriculum for assessment.

Multimedia Project Rubric

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Content (does the project contain all of the necessary information?)	- includes 5 or more facts about the organization - all opinions are supported by facts - is 30 seconds to 1 minute long	- includes 3-4 facts about the organization - most opinions are supported by facts - is 30 seconds long	- includes 1-2 facts about the organization - some opinions are supported by facts - is less than 30 seconds long	- includes no facts about the organization - opinions are not supported by facts - is less than 15 seconds long
Organization (Does the project have interesting hook, factual information, and an effective conclusion)	- the organization of the project was carefully considered for the greatest persuasive effect	- the organization was considered for the greatest persuasive effect	- organized but needs to be reconsidered - one of the three necessary elements is missing	- not organized - two of the three necessary elements are missing
Audience Appeal (Does the project encourage the target audience to find out more about the organization?)	- shows outstanding consideration and analysis of target audience - message is interesting and insightful	- shows good consideration and analysis of target audience - the message is thoughtful and clear	- shows some consideration and analysis of target audience - the message is clear	- shows little to no consideration and analysis of the target audience - the message is not clear
Language (Is the language appropriate for the purpose and the target audience?)	- language is persuasive and appropriate for the purpose and audience	- language is appropriate for the purpose and audience	- language is informal and in some cases unclear	- language is inappropriate, often unclear, and does not consider target audience
Finished Product/ Editing (Is the final product professional and polished?)	- has been edited/polished and is worthy of the radio -speech is emphatic, clear and easy to understand	- has been edited/polished - speech is clear and easy to understand	- more editing/ polishing needs to be done -the speech is difficult to understand in some areas	- little to no editing/ polishing was done -little consideration was given to speech or volume

Creating a better world, one student at a time