

## English Language Arts B10 – Distance Education

### **GENERAL INFORMATION**

- i. ELA B10
- ii. Instructor – Rene Cannon
- iii. Contact Information
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### **COURSE DESCRIPTION**

- i. The ELA B10 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, Equity and Ethics, will explore, define, and explain the “big ideas” relating to: Who and What is Right?; Empowerment; Degrees of Responsibility; Rights and Responsibilities; Justice and Fairness. Unit Two, Perspectives; Diversity of Being; The Natural and the Constructed Worlds; Individuals and Communities; Stewardship (\*adapted from the ELA B10 Saskatchewan Curriculum)
- ii. Prerequisite – ELA 9

### **STUDENT LEARNING OUTCOMES**

Learning Outcomes from the ELA B10 Curriculum include:

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

CR B10.1 - Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CR B10.2 - View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.

CR B10.3 - Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

CR B10.4 - Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

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

CC B10.1 - Create a range of visual, multimedia, oral, and written texts to explore:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CC B10.2 - Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.

CC B10.3 - Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

CC B10.4 - Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.

## Assess and Reflect (AR)

AR B10.1 - Establish and apply criteria to evaluate own and others' work.

AR B10.2 - Set personal language learning goals and select strategies to enhance growth in language learning.

## TEACHING STRATEGIES

- i. ELA B10 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: Equity and Ethics
    - ii. November 14 - January 23: Unit Two: Perspectives; Diversity of Being
  - b. Semester Two
    - i. January 31 - April 7: Unit One: Equity and Ethics
    - ii. April 10 - June 20: Unit Two: Perspectives; Diversity of Being
- 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: Equity and Ethics Sample Questions/Understandings:
  - a. Life presents us with many problems and doing the right thing is not always easy or obvious.
  - b. We are empowered when we (and our ideas) are appreciated, when our wants and needs are listened to and addressed, when we clarify our goals and values, and when we take action to achieve our goals.
  - c. Expected to exercise rights and to address equity, we must consider our responsibilities to ourselves and to others. It is in this consideration that our ethics are sometimes questioned, and we must decide what is right, what is just, and what is fair.
  - d. Justice and equality have been and continue to be part of life, and we dedicate ourselves to their achievement.
- v. Unit Two – Perspectives; Diversity of Being Sample Questions/Understandings:
  - a. We are all part of a larger world community. As such, we need to reflect on the elements within our world – self, family, and community as well as the natural and constructed worlds, and our influence on these and on future generations.
  - b. By exploring various perspectives and our relationships with nature and constructed environments, we can examine our roles (worshipper, exploiter, master, steward, student, etc.).
  - c. Through deeper understanding of ourselves, our constructed worlds, and nature, we can become agents of change who build a better world for today and for tomorrow.

## **COURSE MATERIALS**

- 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 B10 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>