WARMAN HIGH SCHOOL

**ELA 20 2016-17: Ms. Gerrard, Ms. Hall, Mr. Rowland and Ms. Nyland**

The ELA 20 course explores human dimensions relative to important understandings, issues, and insights into human nature, value and belief systems, the social condition, the natural and constructed worlds, technology, and the history of humanity. They provide opportunities for students to view, listen, read, speak, write, and use other forms of representing. The units provide a focus for language learning and give students an opportunity to explore “big ideas” (i.e., overarching understandings) that have enduring values beyond the classroom.

The themes for the two units are: “Starting Out – Beginning and Becoming” (the past and the present; triumphs and trials; discovery and disillusionment; relationships with family and others; celebrations and rites of passage) and Moving Forward – Establishing and Realizing (turning points and transitions; evolving roles and responsibilities; opportunities and obstacles; risks and rewards; beliefs and goals).

**ELA 20 Goals and Outcomes:**

**Comprehend and Respond (CR**). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

**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).** Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

**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).** Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

**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.

**Course Objectives:**

One of the main objectives of this course is to provide students with the tools of be successful in ELA 30. Given the personal nature of this course, some of the projects will reflect on a student’s own childhood and youth. The objectives of this course include a particular emphasis on: communication, critical thinking, independent learning, personal and social values and skills, and technological literacy. These will include:

* SPEAKING: group work; an interview
* INFORMATION WRITING: essay of explanation (written or visual); essay of argument or persuasion
* LITERARY WRITING: essay of reflection (personal essay); analysis of a literary text
* OTHER FORMS OF REPRESENTING: visual or multimedia presentation of an interview with a literary character using dramatization or role play
* EXPERIMENTING: writing articles; radio dramatization; blog post or web content

This course will include a minimum of:

* 5 short stories
* 5 essays
* 10 poems
* 2 plays
* 2 novels (fiction/nonfiction)

**Assessment:**

All major projects and papers will be graded using rubrics, which will be given to each student when the project/paper is assigned.

PowerSchool grades will be divided into FOUR categories:

* Assignments 20%
* Projects/Presentations 40%
* Tests/quizzes 20%
* Final Exam 20%

**Due Dates:**

Due dates for assignments and projects will be posted in the classroom and it is the student’s responsibility to ask questions and seek help if unsure. It is expected that students will hand assignments in on time unless they have arranged an alternative due date in advance for a valid reason.

Work that is late will be recorded as NHI (Not Handed In) in PowerSchool. Administration and parents will be advised about the late assignment and students will have TWO weeks to complete and submit the assignment. A permanent ZERO (0) may be applied at this time.

Most of what is covered can be found on my Weebly page:

[www.rowlandela20.weebly.com](http://www.rowlandela20.weebly.com)

password: warman