

**Courses:**

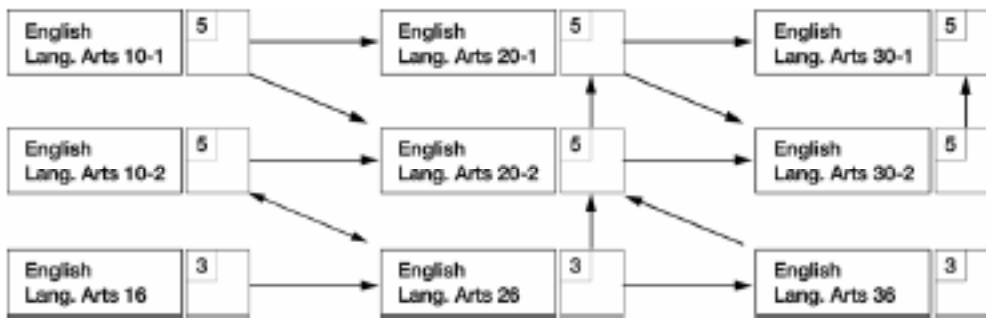
***Course Sequences and Numbering***

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***RECOMMENDED TRANSFER POINTS***

Curriculum is designed to accommodate transfer between course sequences at particular points. The following transfer points are recommended. However, special circumstances may warrant student transfer at other points in the sequence. The local school/District Education Authority/Divisional Education Council shall have a policy that states clearly the criteria to be met by a student who wishes to change course sequence. Students can receive "double" credits (for example, Science 15 and Science 10) when they take a higher course. However, only 5 of these count as science credits. The other 5 are part of the 26 unspecified credits required for graduation.

**English Language Arts Program Recommended Transfer Points**



Note: English 30-1 and 30-2 may be taken in the same semester.

ELA 10-3 was a pilot course for the 2006-2007 school year. It is hoped that this 5-credit course would add to the course options for students requiring alternative pathways. This course does not replace ELA 16.

NOTE: Students entering the ELA -3 strand starting in the pilot course year (2006 – 07) will option graduation requirements of ELA for this course. Students entering the course in later years are not yet guaranteed graduation requirements.

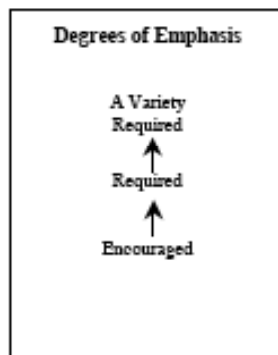
ELA 20-3 is scheduled for piloting in the 2007-2008 school year.

## MINIMUM REQUIREMENTS: TEXT STUDY

In meeting the outcomes presented in this program of studies, students must satisfy the minimum requirements for text study indicated in the chart below. Many of the text types that are listed may be presented through various media. For example, a feature film could be viewed in a theatre or via videocassette, television or the Internet.

The table to the right indicates the relative emphases intended by the wording used in the chart below to specify requirements. For example, "A Variety Required" indicates that students should study a variety of forms and styles within the specified text form.

Using these minimum requirements as a guide, jurisdictions and schools are free to specify additional requirements for text study as best fits the needs, interests and aspirations of their students and the expectations of their local communities. For example, teachers may wish to specify numbers of texts to be studied in each course, as time permits.



## STUDENTS WILL STUDY ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
<b>EXTENDED TEXTS</b>	Novel	1 of the 2 Required	Required	1 of the 2 Required	1 of the 2 Required	Required	1 of the 2 Required
	Book-length Nonfiction		1 of the 2 Required			1 of the 2 Required	
	Feature Film	Required		1 of the 2 Required	Required	Required	
	Modern Play	1 of the 2 Required	Encouraged		1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
	Shakespearean Play		Required	Required			
<b>SHORTER TEXTS</b>	Poetry (including song)	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Short Story	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required	A Variety Required
	Visual and Multimedia Text*	Required	Required	Required	Required	Required	Required
	Essay	Required	A Variety Required	A Variety Required	Encouraged	Encouraged	Required
	Popular Nonfiction**	Encouraged	Encouraged	Required	Required	A Variety Required	A Variety Required

\* Visual and Multimedia Text includes short films, video clips and photographs.

\*\* Popular Nonfiction includes news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing.



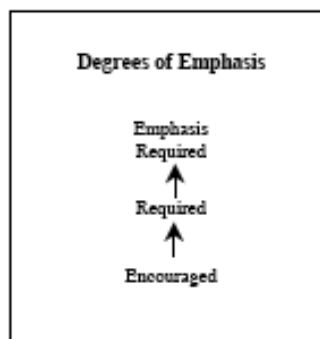
**CANADIAN LITERATURE REQUIREMENTS:** In each senior high school English language arts course, it is expected that a significant proportion of texts that students study will be Canadian texts. The required minimum proportion of Canadian texts studied is one third of all texts studied in each course. Teachers are encouraged to select Canadian texts for study whenever possible and appropriate.

## MINIMUM REQUIREMENTS: TEXT CREATION

In meeting the outcomes presented in this program of studies, students must satisfy the minimum requirements for text creation indicated in the charts below.

The table to the right indicates the relative emphases intended by the wording used in the charts below. For example, "Emphasis Required" indicates response and form categories that should be emphasized in a course. Students should create a variety of text types or styles within the categories that are emphasized.

Using these minimum requirements as a guide, jurisdictions and schools are free to specify additional requirements for text creation as best fits the needs, interests and aspirations of their students and the expectations of their local communities. For example, teachers may wish to specify numbers of texts to be created in each course, as time permits.



### STUDENTS WILL CREATE A VARIETY OF RESPONSES . . .

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
<b>PERSONAL RESPONSE</b>	• to texts	Emphasis Required	Emphasis Required	Emphasis Required	Required	Required	Required
	• to contexts	Required	Required	Required	Emphasis Required	Emphasis Required	Emphasis Required
<b>CRITICAL/ ANALYTICAL RESPONSE</b>	• to literary texts	Required	Emphasis Required	Emphasis Required	Encouraged	Required	Required
	• to other print and nonprint texts	Encouraged	Required	Required	Required	Emphasis Required	Emphasis Required
	• to contexts	Required	Required	Required	Required	Required	Required

### . . . USING A VARIETY OF PRINT AND NONPRINT FORMS

		ELA 10-1	ELA 20-1	ELA 30-1	ELA 10-2	ELA 20-2	ELA 30-2
<b>PROSE</b>	Narrative Forms (Factual and Fictional)	Required	Required	Required	Required	Required	Required
	Informative and Persuasive Forms*	Required	Emphasis Required	Emphasis Required	Required (including reports)	Emphasis Required (including proposals)	Emphasis Required
<b>POETRY</b>		Required	Encouraged	Encouraged	Required	Encouraged	Encouraged
<b>SCRIPT</b>		Encouraged	Required	Encouraged	Encouraged	Required	Encouraged
<b>ORAL/VISUAL/MULTIMEDIA PRESENTATION**</b>		Required	Required	Required	Required	Required	Required

\* Informative and Persuasive Forms include essays, commentaries, articles and reviews.

\*\* Oral/Visual/Multimedia Presentation includes readers' theatre, demonstrations and prepared speech.

## PROGRAM OUTLINE

### General Outcome 1



**Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.**

- 1.1 Discover possibilities
  - 1.1.1 Form tentative understandings, interpretations and positions
  - 1.1.2 Experiment with language, image and structure
- 1.2 Extend awareness
  - 1.2.1 Consider new perspectives
  - 1.2.2 Express preferences, and expand interests
  - 1.2.3 Set personal goals for language growth

### General Outcome 2



**Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.**

- 2.1 Construct meaning from text and context
  - 2.1.1 Discern and analyze context
  - 2.1.2 Understand and interpret content
  - 2.1.3 Engage prior knowledge
  - 2.1.4 Use reference strategies and reference technologies
- 2.2 Understand and appreciate textual forms, elements and techniques
  - 2.2.1 Relate form, structure and medium to purpose, audience and content
  - 2.2.2 Relate elements, devices and techniques to created effects

2.3 Respond to a variety of print and nonprint texts

- 2.3.1 Connect self, text, culture and milieu
- 2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
- 2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

### General Outcome 3



**Students will listen, speak, read, write, view and represent to manage ideas and information.**

- 3.1 Determine inquiry or research requirements
  - 3.1.1 Focus on purpose and presentation form
  - 3.1.2 Plan inquiry or research, and identify information needs and sources
- 3.2 Follow a plan of inquiry
  - 3.2.1 Select, record and organize information
  - 3.2.2 Evaluate sources, and assess information
  - 3.2.3 Form generalizations and conclusions
  - 3.2.4 Review inquiry or research process and findings

#### **General Outcome 4**



**Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.**

- 4.1 Develop and present a variety of print and nonprint texts
  - 4.1.1 Assess text creation context
  - 4.1.2 Consider and address form, structure and medium
  - 4.1.3 Develop content
  - 4.1.4 Use production, publication and presentation strategies and technologies consistent with context
- 4.2 Improve thoughtfulness, effectiveness and correctness of communication
  - 4.2.1 Enhance thought and understanding and support and detail
  - 4.2.2 Enhance organization
  - 4.2.3 Consider and address matters of choice
  - 4.2.4 Edit text for matters of correctness

#### **General Outcome 5**



**Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.**

- 5.1 Respect others and strengthen community
  - 5.1.1 Use language and image to show respect and consideration
  - 5.1.2 Appreciate diversity of expression, opinion and perspective
  - 5.1.3 Recognize accomplishments and events
- 5.2 Work within a group
  - 5.2.1 Cooperate with others, and contribute to group processes
  - 5.2.2 Understand and evaluate group processes

## New Courses

### ELA 10-3

- A desire to provide students with the skills and knowledge that would prepare them for life and work in current times.
- Focus will improve student skills in family literacy, everyday literacy, media literacy, workplace literacy and literacy through informational texts
- Can act as a bridging course for those who wish to move on to the -2 level courses

The following is the timeline for the ELA -3 sequence of courses:

September 2006	ELA10 -3 Small-scale pilot	SAC members
February 2007	Feedback / Course Modifications	ECE
September 2007	ELA 10-3 Full-Scale Pilot	Territorial
September 2007	ELA 20-3 Small-Scale Pilot	SAC members

NOTE: Students entering the ELA -3 strand starting in the pilot course year (2006 – 07) will option graduation requirements of ELA for this course. Students entering the course in later years are not yet guaranteed graduation requirements.

## Some ELA Assessment Tools

### Assessing using Conferences:

A conference can be as informal as a discussion between the teacher and one of the children, or sometimes with a small group. In a one-to-one conference, the teacher can concentrate on skills and strategies that are specific to the child. For example, listening to children give an informal retelling of a story or asking them questions can offer insights into their level of comprehension. Teachers can ask the child about the strategies he or she finds helpful and model new strategies. In discussion a reading selection, teachers may also want to conference with a small group.

#### **Use questions such as the following to:**

- Prompt them to tell about the reading strategies they use (see prompts)
- Find out about their comprehension (e.g. What is the story about? What happened at the beginning, middle, and end?)
- Find about their personal connections to the text. (e.g. How did you like the story? What does reading the story make you think about?)

Teachers' Guide Levels D and E. Nelson. Thomson Learning.

### Assessing using Portfolios:

- *Portfolio assessment is an alternative assessment tool.*
- *Portfolios raise children's self-esteem, motivate student and encourage them to reflect and take ownership in their work.*

Areglado, N. & M. Dill. (1997). *Let's Write*. New York: Scholastic Professional Books.

Student portfolios usually contain a cross-section of records and examples of student work gathered over time. The information in the file can be used to analyze the strengths and weaknesses of particular children, to plan instruction, to conduct parent and child conferences, and to assist in making decisions about grouping and placement. The student portfolios might include:

- Audiotapes of children reading and discussing ideas
- Dated entries of self-evaluation formats
- Anecdotal records
- Writing samples and completed reading records with the teacher's and children's comments about what was achieved and newly set goals.
- Include all drafts. Clip the final draft at the front. Put the reflection sheet on top.
- Reading logs, book lists, and completed reading conference sheets
- An index of contents to illustrate the variety of activities included and the reasons for keeping them
- Running records of children's reading
- 'Eurekas' in learning
- Designed attitudinal questionnaires
- Reading log
- The student's toughest assignment and why.

## **D.E.A.R.**

### **Drop Everything And Read:**

Many schools have incorporated regular D.E.A.R. times into the schedules of their classes, 15 minutes per day. Students need to have daily opportunities to read and to practice their reading skills.

Ideas to help manage D.E.A.R. time:

- Read self-selected library books
- Highlight theme-oriented books (books based on topics studied currently in class)
- Make D.E.A.R. reading bags (4-5 picture books placed in a zip-lock bag, one for each child) to rotate amongst the children each day.
- Make sure that each child has a book to read before DEAR begins, otherwise, they will spend the whole time searching.
- Provide comic books, newspapers, magazines, online text, pamphlets, manual, and other reading alternative material
- Purchase some sturdy portable cassette players and a selection of books with accompanying tapes (or narrate popular stories onto cassettes).
- Allow students to abandon books that they dislike. Encourage students to give the book a chance but avoid requiring a child to read for pleasure a book he or she does not find pleasurable.
- Do not make students report on their reading. DEAR time is supposed to be fun, not just another academic exercise.
- Invite community guests to read to children
- Model good reading habits by using this time to read, too.
- Allow reading games to be played.
- Allow peer-reading activities
- Create a 'review' wall with student reviews of books to motivate others to read.
- Buddy-reading programs
- Use a reading incentive program (awards: pencils, t-shirts, hats, pizza party) –awards have been distributed to the schools.
- Post current event/interest articles printed from the internet
- Have students complete a reading interest survey and stock the classroom library with appropriate books.
- Set up a listening centre for audio books.