

2011

Saskatchewan Curriculum

# English Language Arts

# 10



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This curriculum is based on the Western and Northern Canadian Protocol (WNCP) *The Common Curriculum Framework for English Language Arts (Kindergarten to Grade 12)* (1998).

## Suggested Units and Questions for Deeper Understanding in English Language Arts 10

Unit	Possible Questions for Deeper Understanding
<p><b>English Language Arts A10 (Unit 1):</b>  <b>The Challenges of Life</b> (Explaining the World through our Foundational Stories; Destiny and Challenges of Life; Human Existence; Decisions)</p>	<p>What do foundational stories teach us about life’s challenges? How do foundational stories equip us for life?</p> <p>How do our perceptions of what is a challenge depend on our personal stories or experiences?</p> <p>What qualities help us face challenges successfully? What are the benefits of challenge?</p> <p>What are some of the challenges and struggles that have shaped society? How have those challenges/struggles shaped society?</p> <p>What are the important decisions we will have to make in our lifetime? What are the consequences of making informed and uninformed decisions?</p>
<p><b>English Language Arts A10 (Unit 2):</b>  <b>The Mysteries of Life</b> (The Joys of Mind, Body, and Spirit; Mysteries of the Human Brain and Imagination; Mysteries of this World and Beyond; The Fantastic)</p>	<p>Of what is the human brain capable? How is technology changing the human brain? How can the human brain reach its potential?</p> <p>What role does memory play in shaping a person?</p> <p>How do our imaginations carry us far beyond the borders of the everyday world? Why is the imagination valuable in our personal lives, in society, and in the workplace? How might making connections expand our imagination and creativity?</p> <p>Is there a master plan or are we masters of the plan?</p> <p>How do fantasy and science fiction prepare us to handle the challenges that tomorrow will bring?</p>
<p><b>English Language Arts B10 (Unit 1):</b>  <b>Equity and Ethics</b> (Who and What is Right?; Empowerment; Degrees of Responsibility; Rights and Responsibilities; Justice and Fairness)</p>	<p>What are some of the factors that create inequalities? How have inequalities shaped our world?</p> <p>What is my role and responsibility in addressing inequalities?</p> <p>What is the relationship between rights and responsibilities?</p> <p>Who decides what is right? Why should we do the right thing? How can I act on the right thing?</p> <p>How does one become an ethical person?</p>
<p><b>English Language Arts B10: (Unit 2):</b>  <b>The World Around and Within Us</b> (Perspectives; Diversity of Being; The Natural and the Constructed Worlds; Individuals and Communities; Stewardship)</p>	<p>What are our relationships and responsibilities to the communities and environments of which we are a part? How are we related to and responsible for natural and constructed environments? For technology?</p> <p>Why is it important to be in touch with the world?</p> <p>The world is a difficult text: how can we read it and respond to it critically?</p> <p>How can I have a positive influence upon my world?</p> <p>How must we show respect and care for the community of life?</p>

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## English Language Arts A10 Goals and Outcomes Overview

**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 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).** 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 A10.1** Compose and create a range of visual, multimedia, oral, and written texts that 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, retelling a narrative, or recounting 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).** 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 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.

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## English Language Arts B10 Goals and Outcomes Overview

**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 media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

**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).** 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 B10.1** Compose and 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).** 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 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.