



2012
Saskatchewan Curriculum

English Language Arts

20



Ministry of
Education

English Language Arts 20

ISBN 978-1-77107-017-1

1. Language arts (Secondary school) - Saskatchewan - Curricula. 2. Competency-based education - Saskatchewan. Saskatchewan. Ministry of Education.

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Acknowledgements

The Ministry of Education wishes to acknowledge the professional contributions and advice given by the following members of the Secondary Level English Language Arts Reference Committee in the development of this curriculum:

Geraldine Balzer
Department of Curriculum Studies
College of Education
University of Saskatchewan
Saskatoon, Saskatchewan

Michelle Batiuk
Saskatchewan Teachers' Federation
North East School Division No. 200
Melfort, Saskatchewan

Joanne Beach
Saskatchewan Teachers' Federation
Prairie Valley School Division No. 208
Balgonie, Saskatchewan

Janet Dube
Student Representative
Greenall School
Balgonie, Saskatchewan

Carmen Holota
Saskatchewan Teachers' Federation
Regina School Division No. 4
Regina, Saskatchewan

Heather Meek
Department of English
University of Regina
Regina, Saskatchewan

Rebecca Miller
Saskatchewan Teachers' Federation
Prairie Spirit School Division No. 206
Rosthern, Saskatchewan

Valerie Mulholland
University of Regina
Faculty of Education
Regina, Saskatchewan

Michael Rothwell
Student Representative
Balfour Collegiate
Regina, Saskatchewan

Leslie Tivas
Saskatchewan Teachers' Federation
Good Spirit School Division No. 204
Esterhazy, Saskatchewan

Bob Turner
Saskatchewan Teachers' Federation
St. Paul's Roman Catholic School Division No. 20
Saskatoon, Saskatchewan

The Ministry of Education also wishes to thank many others who contributed to the development of this curriculum:

- First Nations teachers
- University faculty members
- other educators and reviewers.

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).

English Language Arts 20 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-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 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 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.