

2013

Saskatchewan Curriculum

# English Language Arts

# 30



English Language Arts 30

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- 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).

### Suggested Course Units/Modules for English Language Arts A30

**Unit I—Canadian Perspectives: Distinct and Rich** (Define the Individual, Negotiate the Community; Celebrate the Glorious, Acknowledge the Scandalous; Shift Centres, Blur Margins; Understand Beliefs, Initiate Action)

Before and throughout our nationhood, Canada's diversity has been a source of pride and pain, strength and struggle. The wealth of worldviews represented in Canada challenges us, individually and collectively, to define ourselves not just as individuals, but as a nation unique among other nations. Though we live in different regions, work at different endeavours, and experience different customs, lifestyles, and ways of knowing, we strive to live together to honour all the voices and perspectives that make this country great. Through our literature - in all its forms - we explore the issues that influence Canadian culture and Canadian identity. What does it mean to be Canadian? What sort of people are we? How do we express and convey our identity as a people? What are our values, and how do we demonstrate them within and beyond our borders? How do our visual, oral, print, and multimedia texts reveal what it means to be Canadian? How does diversity benefit Canada and Canadians?

**Unit II—Canadian Landscapes: Diverse and Dynamic** (Natural and Constructed; Psychological and Physical; Historical and Contemporary; Personal and Societal)

Canada boasts a vast and varied landscape that inspires awe within and beyond its borders. Its geography, climate, resources, and seasons shape both the people who live here and the nation itself. The importance of place and its influence cannot be underestimated. Indeed, our history, art, and literature reflect the prominent role of the land in people's relationships and interactions. The landscape, however, is not singular. Indeed, the Canadian landscapes are many: natural and constructed; psychological and physical; historical and contemporary; social and personal. In this unit, we explore how these landscapes are revealed through the texts of our peoples. How has this vast land shaped individuals, cultural groups, and nations of people within Canada? How do the landscapes in which we live influence our thinking, our ways of being, and our interactions with others? How and why is the understanding of landscape changing?

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**Unit I—Canadian Perspectives: Distinct and Rich** (Define the Individual, Negotiate the Community; Celebrate the Glorious, Acknowledge the Scandalous; Shift Centres, Blur Margins; Understand Beliefs, Initiate Action)

**Unit II—Canadian Landscapes: Diverse and Dynamic** (Natural and Constructed; Psychological and Physical; Historical and Contemporary; Personal and Societal)

### Suggested Course Units/Modules for English Language Arts B30

**Unit I—The Search for Self** (Sense of Self; Ideals; Joy and Inspiration; Doubt and Fear)

The discovery of self is a most profound discovery. On the path to this discovery, we develop our understanding of who we are, what it means to be human, and the purpose of our lives. We find meaning and fulfillment as we explore these concepts. Through powerful texts, both literary and informational, we examine the human condition - the great and the ghastly, the generosity and the greed, the good and the corrupt, the dignity and the disgrace, the truth and the deception - and the nature of the human mind and heart. Individually and collectively, we search for answers and strive to realize our hopes and dreams despite self-doubt and fear. In this unit, students consider who they are, how they relate to others, how they develop their individual identity, what kind of identity they wish to create for themselves throughout life, and how they respond to joys, inspiration, doubts, and fears.

**Unit II—The Social Experience** (Dealing with Universal Issues; Ambition, Power, and the Common Good; Social Criticism; Addressing the Issues)

Every person is part of the larger society and is shaped by and responsible to it. Historically and currently, people have strived to create a better society that attends to the individual as well as to the collective good. Human endeavour, history, and literature attest to the ongoing challenge of achieving balance between individual and societal concerns, rights, and responsibilities; between individual aspirations and societal needs; between personal ambition and the common good; between individual beliefs and societal values. This ongoing challenge manifests itself in conformity and rebellion, causes and crusades. In this unit, students examine, critique, and interrogate the society in which they live and consider the actions students can take to create the kind of society in which they would like to live.

### Suggested Course Units/Modules for English Language Arts B 31

**Unit I—The Search for Self** (Sense of Self; Ideals; Joy and Inspiration; Doubt and Fear)

**Unit II—The Social Experience** (Dealing with Universal Issues; Ambition, Power, and the Common Good; Social Criticism; Addressing the Issues)

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## English Language Arts A30 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 A 30.1** View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address:

- identity (e.g., Define the Individual, Negotiate the Community)
- social responsibility (e.g., Shift Centres, Blur Margins), and
- social action (agency) (e.g., Understand Beliefs, Initiate Action).

**CR A 30.2** View and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.

**CR A 30.3** Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.

**CR A 30.4** Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.

**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 A 30.1** Create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., Define the Individual, Negotiate the Community)
- social responsibility (e.g., Shift Centres, Blur Margins), and
- social action (agency) (e.g., Understand Beliefs, Initiate Action).

**CC A 30.2** Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.

**CC A 30.3** Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.

**CC A 30.4** Create a variety of informational (including an inquiry/research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.

**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 A 30.1** Assess own work for precision, clarity, and artistry.

**AR A 30.2** Reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans as a self-directed, curious, self-appraising, and open-minded learner.

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## English Language Arts B30 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 B 30.1** View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address:

- identity (e.g., Sense of Self)
- social responsibility (e.g., Social Criticism), and
- social action (agency) (e.g., Addressing the Issues).

**CR B 30.2** View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.

**CR B 30.3** Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.

**CR B 30.4** Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.

**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 B 30.1** Create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., Sense of Self)
- social responsibility (e.g., Social Criticism), and
- social action (agency) (e.g., Addressing the Issues).

**CC B 30.2** Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.

**CC B 30.3** Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.

**CC B 30.4** Compose and create narrative, descriptive, expository, and persuasive writings that include a position paper, a comparative essay, a letter of inquiry, a critique of an author's style, and a short story or essay that uses parody, satire, and/or irony.

**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 B 30.1** Assess own and others' work for precision, clarity, and artistry.

**AR B 30.2** Reflect on and assess understanding of self as a self-directed, self-appraising, and strategic learner.