

English Language Arts A30
St. Brieux School
Miss Berscheid / Room 140 A / Semester 1/ Period 1
brittany.berscheid@horizonsd.ca



A) Course Description:

Canada is a diverse country made up of multiple regions, cultures, histories and identities. In addition to its diverse landscapes, Canada is a nation of many diverse voices and perspectives. Literature gives voice to a country, and its writers help us understand the nature of the people who live here.

The Course will be split into 2 units:

Unit 1: Canadian Perspectives: Distinct and Rich (approx. 46 hours)

- Define the individual; Negotiate the Community
- Celebrate the Glorious; Acknowledge the Scandalous
- Shift Centers; Blur Margins
- Understand Beliefs; Initiate Action

Unit 2: Canadian Landscapes: Diverse and Dynamic (approx. 45 hours)

- Natural and Constructed
- Psychological and Physical
- Historical and Contemporary
- Personal and Societal

To examine and analyze each of these themes, a variety of selections (essays, poems, short stories, plays, novels, and videos) will be studied.

B) Student Expectations

Be Punctual: Attendance is directly related to academic success. If you are going to miss a class or be late, please let me know ahead of time. If you are late, please do not be a distraction when you come in.

Be Prepared: Ensure you have proper writing utensils, binder, and the necessary texts with you at all times.

Be Positive: Work to your full potential and utilize your class time effectively.

Be Polite: Respect your classmates at all times and listen attentively to everyone in the room. Do not be a distraction to your peers' learning and/or my teaching.

Be Responsible: Complete assignments and homework on time. All assignments are due at the start of class unless otherwise stated or discussed. Catch up by getting missed materials from a classmate or myself. It is YOUR responsibility to get what you missed on your own time. Absence is not an excuse for missed work.

* Check the folder by my desk for handouts you may have missed.

Be Proactive: Ask me for extra help as soon as you feel you need it. Do not wait until the end of the semester, days before the departmental exam.

C) Assessment: The Learning Outcomes are as follows:

Comprehend and Respond (CR) 35%

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) 35%

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) dispersed into both CR and CC

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.

Final Exam – written in January during exam week – 30%

NEW → because I am accredited this year, I will create the final exam. You will not be writing a departmental. This exam will be a comprehensive test on everything we have studied throughout the course, and will be centered on the major themes of Canadian Literature.

