

Grade Ten English Language Arts - Course Information

Below is a comparison of the points of emphasis, purposes, outcomes, and skills developed in the different course offerings for English Language Arts. Please note that while the Alberta Learning Program of Studies for English Language Arts clearly differentiates between E.L.A. 10-1 and E.L.A. 10-2, it recognizes that “schools may choose to offer a blended English language arts course” that combines two or more course sequences in the same classroom. This is the case with E.L.A. 10C (with a focus on 10-1 outcomes). In this case, as students meet the outcomes for a particular course sequence, they will achieve credits for that course.

Similarities of E.L.A. 10C (with a focus on 10-1 outcomes) and E.L.A. 10-2:

- maintain high standards to meet graduation requirements
- require students to write a diploma examination upon completion of the 30-level course
- can be used toward the application of the Alexander Rutherford Scholarships for High School Achievement
- feature the six language arts - listening, speaking, reading, writing, viewing, and representing
- encourage student metacognition, self-assessment, and collaboration
- emphasize correct and effective communication in a variety of formats
- have a minimum requirement for Canadian content
- require students to apply inquiry or research skills
- emphasize career development directions
- emphasize the importance of context, including studying purpose, audience and situation, in the creation and comprehension of texts
- emphasize a definition of “text” that includes oral, print, visual and multimedia forms

Differences between E.L.A. 10C (with a focus on 10-1 outcomes) and E.L.A. 10-2 correspond to student needs, interests, and aspirations:

<u>E.L.A. 10C (with a focus on 10-1 outcomes)</u>	<u>E.L.A. 10-2</u>
• complexity of texts being studied is higher	• complexity of texts being studied is lower
• greater emphasis on student independence in choosing and employing reading and analysis skills	• greater allowance for teacher assistance and guidance for reading and analysis of texts
• greater emphasis on understanding subtle nuances and symbolic language found in increasingly sophisticated literary texts (including attending to contextual elements and subtext)	• greater emphasis on developing a variety of reading comprehension strategies to ensure an accurate understanding of concrete details in literature
• faster pace for development of complex and artistic writing skills	• slower pace for development of functional writing skills
• greater emphasis on more complex texts, including the study of essays and Shakespearean plays	• greater emphasis on studying popular nonfiction and feature films
• greater emphasis on the creation of critical/analytical responses to literary texts	• greater emphasis on the creation of personal responses to both print and nonprint texts other than literary texts
• greater emphasis on the creation and analysis of literary texts	• greater emphasis on the study of popular culture and in real-world contexts
• more in-depth study of text in terms of textual analysis	• study of texts with a variety of different levels of sophistication
• will appeal to students interested in careers that involve the development, production, teaching and study of more complex texts	• will appeal to students interested in post-secondary education, but not necessarily requiring the advanced study of English language arts
• completion of E.L.A. 30-1 is required for entrance into most programs at universities	• completion of E.L.A. 30-2 is accepted for entrance into most programs at vocational or trade schools

*Information on this page is taken from the English Language Arts Program of Studies published by Alberta Learning

Which Course Is the Right One?

Generally speaking, students earning a “1” or “2” on the Indicator Scale from grade nine English Language Arts will experience more success by enrolling in E.L.A. 10-2. (Please note that some students earning a “1” on the Indicator Scale for grade nine English Language Arts might be most successful by enrolling in E.L.A. 10-4; however, this is a specialized program and enrollment should be discussed with a guidance counselor and their current teacher.)

Students earning a “3” or “4” on the Indicator Scale from grade nine English Language Arts should be able to handle the challenge of E.L.A. 10C (with a focus on 10-1 outcomes), as long as they complete work consistently and request assistance with difficult concepts during tutorial times. (Please note that some students earning a “4” on the Indicator Scale from grade nine English Language Arts may find that enrolling in E.L.A. 10AP will provide a more enjoyable opportunity and challenge than the E.L.A. 10C course (with a focus on 10-1 outcomes). The Advanced Placement (AP) program is one that provides accelerated learning opportunities for students who excel in a specific course, and can, upon completion of an AP exam at the end of grade twelve, provide benefits like credits for university courses or preferential university admissions. Enrollment in an AP course should be discussed with a guidance counselor and an AP coordinator; an expression of interest form will also need to be completed.)

How Can a Student Transition Between -1 and -2 Programs?

For students who want or need to transition between -2 and -1 E.L.A. streams, there are many opportunities to do so.

Transitioning from -1 to -2

Students who earn a mark between 40 and 45% in a -1 course are able to enroll in the next higher course at the -2 level and, upon successful completion of that -2 course, earn retroactive credits for both the higher and previous -2 course.

For example, if a student earns a mark of 45% in E.L.A. 10C (with a focus on 10-1 outcomes), they can enroll in E.L.A. 20-2. When they pass E.L.A. 20-2, they will earn 5 credits for E.L.A. 20-2 and earn 5 credits retroactively for E.L.A. 10-2. This allows students to still earn the 15 credits in English Language Arts courses required for high school graduation, while continuing to keep pace with their peers.

If a student earns a passing mark in a -1 course, but decides that they no longer want to continue with -1 courses, they can enroll in the next higher level of a -2 course.

For example, if a student earns 50% in E.L.A. 10C (with a focus on 10-1 outcomes) but has learned that they don't need, or don't want, to complete E.L.A. 30-1 to enter their post-secondary program, they can enroll in E.L.A. 20-2.

Transitioning from -2 to -1

Students who enroll in a -2 course and then later decide they need, or want, to complete -1 courses are able to make that transition with a passing mark as long as they complete the -1 course of the same level.

For example, if a student earns 50% in E.L.A. 10-2 they can enroll in E.L.A. 10C (with a focus on 10-1 outcomes) the next semester. (However, in order to ensure student success at the -1 level, we recommend that students earn a mark of at least 70% in a -2 course before attempting a -1 course.)

For most students who need additional time to develop their English language arts skills, the preferred transfer point for moving from a -2 to a -1 stream is from E.L.A. 30-2 to E.L.A. 30-1. In this case, students will complete E.L.A. 30-2 in the first semester of their grade twelve year and then complete E.L.A. 30-1 in the second semester of their grade twelve year. This provides them with an additional semester of English language arts instruction and development which, for some students, is necessary for success and will help them to be much better prepared for post-secondary studies than they would be otherwise.