

**Laval Liberty High School**  
**Course Outline**  
**2014-2015**

**Secondary English Language Arts Cycle Two Program**  
**(SELA2)**

Language is a medium for communicating with others and for learning across the curriculum. The goal of the SELA2 program is the development of a confident learner who finds in language, discourse, and genre a means of coming to terms with ideas and experiences. The teacher provides students with ongoing opportunities to participate in learning situations specifically designed to encourage and support the development of the following competencies:

**Competency 1: Uses language/talk to communicate and to communicate and learn**

- Students develop new rhetorical strategies for communicating with different audiences in both formal and informal contexts.
- Students study the genres of explanation, reporting, argument/debate and persuasion with an emphasis on their social functions
- Students engage in Inquiry-based learning that focuses on how knowledge is really produced—how questions are asked and data articulated.

**Assignments**

Assignments include but are not limited to:

- **Oral presentations** including speech, action plan, proposal, improvisation, role play, storytelling, poetry reading, and dramatization of plays and other texts, talk shows and interviews.
- **Collaborative Group talks**

**Evaluation Criteria**

- Adapts resources and strategies to purpose and audience
- Collaborates to carry out an inquiry project
- Organizes information in a report for a specific audience
- Applies rhetorical strategies in a persuasive text
- Selects data-collecting strategies appropriate to the context
- Self-evaluates development as a learner

**Competency 2: Reads and listens to written, spoken, and media texts**

- Students develop fluency and strategies to enable them not only to understand what they read, but also to recognize the many ways that meanings and messages are designed to influence readers.
- Students perceive reading as both a source of deep personal satisfaction as well as an essential part of life in society.

- Students expand their reading profile, which includes familiar texts and reading strategies, and serves as an essential resource in the development of reading fluency.
- Students draw inferences about the view of the world presented in a text.

### **Assignments**

Assignments include but are not limited to:

- **Reading** including popular, mass-produced narrative texts such as magazines, graphic novels and film; young adult literature; novels, short stories, poetry and plays from classic, modern and contemporary literature.
- **Reader Responses** including interpretations of texts; rereading and presenting contents of the Integrated Profile, including self-evaluation conferences and written self-evaluations and reflections; peer editing and feedback conferences; journals such as reading logs, media logs, learning/process logs and/or writer's notebook.

### **Evaluation Criteria**

- Adjusts reading strategies and stance to build and sustain meaning
- Draws on discussions with peers to extend, reshape and clarify own responses
- Makes connections between reader, text and context to justify own interpretations
- Applies research and organizational strategies appropriate to context
- Evaluates own growth as a reader of spoken, written and media texts
- Identifies and uses the codes and conventions of the various genres of written text

## **Competency 3: Produces texts for personal and social purposes**

- Students produce multimodal and multigenre texts
- Students learn how to make deliberate production decisions in light of purpose and intended audience. These decisions reflect students' awareness of how meanings and messages are constructed.
- Students recognize the power and potential of genres and their impact on how we communicate

### **Assignments**

Assignments include but are not limited to:

- **Writing** including comparative analysis paper, research paper, action research plan, letter to the editor, argumentative essay, persuasive essay, magazine article, editorial, short story, photo essay, how to manual, film or book review, personal narrative, poem, and radio or stage script.
- **Multimodal, multigenre and media texts** including film clip, script, commercial, infomercial, photo essay, scrapbook, and public announcement.

### **Evaluation Criteria**

- Integrates elements of communication context
- Applies codes and conventions of different modes and genres
- Collaborates with peers to produce media texts
- Adapts process and strategies to the writing/production context
- Self-evaluates growth as a writer/producer

**Weighting for Secondary III, IV and V\***

	<b>Competency 1</b>	<b>Competency 2</b>	<b>Competency 3</b>	<b>Overall percentage</b>
<b>Term 1</b>	<b>Classroom assignments</b>	<b>Classroom assignments</b>	<b>Classroom assignments</b>	<b>20%</b>
<b>Term 2</b>	<b>Classroom assignments 50%</b> <b>Learning Evaluation Situation (LES) 50%</b>	<b>Classroom assignments 50%</b> <b>Learning Evaluation Situation (LES) 50%</b>	<b>Classroom assignments 50%</b> <b>Learning Evaluation Situation (LES) 50%</b>	<b>20%</b>
<b>Term 3</b>	<b>Classroom assignments 50%</b> <b>Evaluation Situation (ES) 50%</b>	<b>Classroom assignments 50%</b> <b>Evaluation Situation (ES) 50%</b>	<b>Classroom assignments 50%</b> <b>Evaluation Situation (ES) 50%</b>	<b>60%</b>

**\*Secondary V students have the same breakdown as the Secondary III and IV students with the exception of Term 3. Even though Term 3 counts as 60%, MELS will decide the percentage of the leaving exam that will be factored into Term 3.**