



**CROCUS PLAINS REGIONAL SECONDARY SCHOOL
COURSE OUTLINE AND ASSESSMENT GUIDE**

English Language Arts: Literary Focus – Pre Advanced Placement

ENL 30SA

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Course Description:

In Grade 11, learners analyze and deepen their use of language with increasing independence and insight across all areas of English language arts. They engage in academic and literary discussions, debates, and critical analysis by drawing on rhetorical strategies, critical reasoning, and purposeful communication to clarify ideas and consider different perspectives. Learners refine their understandings of how language shapes perspectives and influences social, cultural, and civic action by examining how elements, such as voice and tone, influence communication within and across contexts.

Grade 11 learners engage with and explore a broad range of literary and transactional texts spanning time periods, genres, cultures, and world views. They analyze how themes, author's purpose, and perspectives are developed through text elements such as structure, symbolism, tone, and context, and how these elements shape meaning and influence audiences. Learners examine relationships between texts and contemporary issues, considering how texts reflect and shape ideas, perspectives, and societal values. Through close reading and comparative analysis, learners examine ideas across texts and contexts, connect texts to real-world issues, and consider ethical, philosophical, and cultural questions with growing insight and depth.

As text creators, learners compose texts across academic, creative, and real-world genres and text types, making deliberate choices in structure, language, form, and mode to communicate with coherence, depth, and effectiveness for specific purposes and audiences. They integrate language conventions, vocabulary, and stylistic choices to communicate with clarity and voice, developing well-reasoned arguments supported by relevant and credible evidence. Through a reflective creation process, learners plan, draft, revise, and refine their work to strengthen coherence by making increasingly purposeful choices in response to audience and context.

In Grade 11 Literary Focus, learners engage with texts and topics, with an emphasis on forms with literary purposes. This includes texts that use language and other modes to

represent ideas, experiences, emotions, or images. Learners expand their understanding of literary texts by engaging with a range of texts, drawing on additional sources and perspectives to examine how ideas, perspectives, and narratives are developed and conveyed. As text creators, learners compose texts in literary and transactional forms for a range of purposes and audiences. In Grade 11 Literary Focus, learners experience and produce a variety of texts, with approximately 70 percent literary and 30 percent transactional in purpose.

By the end of Grade 11, learners apply analytical, expressive, and critical thinking skills with independence and flexibility across all areas of English language arts. They are prepared to engage with more complex language and literacy demands as they continue their learning in English language arts.

(Source: *Senior Four English Language Arts: Manitoba Curriculum Framework of Outcomes*, Manitoba Education and Training, 2000.)

Text/Other Resources:

Fiction

Bradbury, Ray. *Fahrenheit 451*

Shelley, Mary. *Frankenstein*

Drama

Shakespeare, William. *Macbeth*

Other forms

Articles, editorials, essays, short stories, poetry, advertisements, photographs, Fine Arts, short and feature films, documentaries, et cetera

Term Work:

ELA is a THINKING course – meaning we are building critical thinking skills and habits as we work our way through developing and strengthening. As such, you will be doing a lot of work in here geared towards that skill building. Some of the work will involve independent work time, meaning you are working outside school hours to complete foundational work to assist your understanding of assessments.

Assessment Guidelines

There are various purposes for assessment:

- ❑ Assessment for learning (**formative assessment**): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and to provide helpful feedback to students.
- ❑ Assessment of learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions, and support continued progress.

Academic Achievement

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Term Work80%

Final Assessment20%

- ✓ Final Exam and Project
- ☐ Final Project/Assignment
- ☐ N/A

Learning Behaviours

Assessment and reporting of learning behaviours will be according to the Brandon School Division Learning Behaviours Rubric.

