



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

English Language Arts: Literary Focus – Pre Advanced Placement

ENL 40SA

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Course Overview:

In Grade 12, learners extend and integrate their use of language with autonomy and versatility across all areas of English language arts. They engage in academic and literary discussions, debates, and critical analysis by using rhetorical strategies, critical reasoning, and flexible, effective communication to evaluate, challenge, and extend ideas. Learners analyze how language shapes perspectives and contributes to social, cultural, and civic action by examining how elements, such as voice and tone, are strategically used when communicating within and across contexts.

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Through close reading and critical evaluation, learners synthesize multifaceted ideas and concepts, situate texts within broader real-world contexts, and critique and question ethical, philosophical, and cultural questions with increasing nuance and discernment.

As text creators, learners compose texts across academic, creative, and real-world genres and text types, using structure, language, form, and mode strategically to communicate with precision, flexibility and agency across contexts and audiences. They refine and adapt language conventions, vocabulary, and stylistic choices to communicate with precision and voice, crafting well-reasoned arguments and insightful interpretations.

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In Grade 12 Literary Focus, learners engage with a wide range of texts and topics, with an emphasis on forms with literary purposes. This includes texts that use language and other modes to represent ideas, experiences, and emotions. Learners refine and extend their understanding of literary texts by engaging with a range of texts, drawing on multiple sources to critically examine and evaluate how ideas, perspectives, and narratives are developed and shaped across contexts, considering new viewpoints while reflecting on initial interpretations. As text creators, learners compose texts in literary and transactional forms for a range of academic, creative, and real-world purposes. In the Grade 12 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 12, learners apply analytical, expressive, and critical thinking skills with independence and agility across all areas of English language arts. They are prepared to navigate advanced language and literacy demands, enabling them to participate actively as informed and engaged citizens and to pursue their individual paths beyond graduation.

(Source: *English Language Arts: Framework for Learning*, Manitoba Education and Training, 2026.)

Text/Other Resources:

Fiction

Gaines, Ernest. A Lesson Before Dying

Non Fiction

Capote, Truman. In Cold Blood

Drama

Shakespeare, William. Hamlet

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 are 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%

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

Learning Behaviours

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

