



École Secondaire LAURIER MACDONALD High School  
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### COURSE STANDARDS AND PROCEDURES 2023-2024

#### **COURSE:**

English Language Arts 306- 3E6

**CLASS RESOURCES:** Various texts (novels, short stories, poems, articles, plays, audio and visual texts). In Secondary 3 we use a selection of classic and contemporary texts. Some examples of texts which may be used are: 'That Was Then, This Is Now', 'Romeo & Juliet', 'Ender's Game', 'The Most Dangerous Game', 'The Flowers', and 'On the Sidewalk Bleeding'.

#### **COURSE DESCRIPTION:**

The Secondary English Language Arts program for Cycle Two is first and foremost a literacy program. As such, it prepares students to make intellectual and aesthetic judgments, raise questions, articulate their thoughts and respect the ideas of others. Language is both a means of communicating feelings, ideas, values, beliefs and knowledge, and a medium that makes active participation in democratic life and a pluralistic culture possible, as noted in the Quebec Education program. Throughout the last three years of secondary education, the SELA2 program concentrates on the consolidation of the essential strategies, processes, knowledge and abilities that support lifelong learning.

#### **MYP AIMS ADDRESSED BY THE COURSE:**

MYP Course Aims	MEES Course Objectives
<p>The aims of MYP language and literature are to encourage and enable students to:</p> <ul style="list-style-type: none"><li>• use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction</li><li>• explore and analyze aspects of personal, host and other cultures through literary and non-literary texts</li><li>• explore language through a variety of media and modes</li><li>• apply linguistic and literary concepts and skills in a variety of authentic contexts.</li></ul>	<p>C1: uses language to communicate and learn.</p>
<ul style="list-style-type: none"><li>• develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts</li><li>• develop critical, creative and personal</li></ul>	<p>C2: reads and listens to written, spoken, and media texts.</p>

<p>approaches to studying and analyzing literary and non-literary texts</p> <ul style="list-style-type: none"> <li>• engage with text from different historical periods and a variety of cultures</li> <li>• explore and analyze aspects of personal, host and other cultures through literary and non-literary texts</li> <li>• develop a lifelong interest in reading</li> </ul>	
<ul style="list-style-type: none"> <li>• develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts</li> <li>• explore language through a variety of media and modes</li> <li>• apply linguistic and literary concepts and skills in a variety of authentic contexts.</li> </ul>	<p>C3: produces texts for personal and social reasons.</p>

### FUNDAMENTAL IB CONCEPTS

The fundamental concept in ELA is communication. Communication is the exchange or transfer of signals, facts, ideas, and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

### KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING :

The ATL focused on in ELA is communication. Through using analyzing, producing text, organizing, and using language, students will receive various opportunities to practice this ATL. They will read critically and for comprehension, making inferences and drawing conclusions. Students will use their communication skills in a variety of informal and formal learning situations.

### IB MYP LEARNER PROFILE:

The ATL focused on in ELA is communication. Through using analyzing, producing text, organizing, and using language, students will receive various opportunities to practice this ATL. Students will use their communication skills in a variety of informal and formal learning situations

### FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:

Term 1		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
<p>C1: uses language to communicate and learn.</p> <p>C2: reads and listens to written, spoken, and media texts.</p>	<ul style="list-style-type: none"> <li>- Both formal and informal oral presentations</li> <li>- In-class reading and responding to texts</li> <li>-In-class work</li> </ul>	<p>To finish by November 3.</p>

	-Tests -Projects	
<i>Communication to students and parents</i>	<i>Materials required</i>	
Mozaik; Google Classroom; Report cards; Progress Reports; Parent – Teacher Meetings; course outlines	-Materials are subject to change, based on the requirements of each teacher	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<i>Criterion A: Analyzing</i> <i>Criterion B: Organizing</i> <i>Criterion C: Producing text</i> <i>Criterion D: Using language</i>	On-going use of IB rubrics and/or task-specific rubrics Mozaik Google Classroom	

<b>Term 2</b>		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
C2: reads and listens to written, spoken, and media texts.  C3: produces texts for personal and social reasons	- In-class reading and responding to texts - A variety of written assignments (transactional and creative) -In-class work -Tests -Projects -Mid-year in-house exam (C3)	To finish Jan. 26
<i>Communication to students and parents</i>	<i>Materials required</i>	
Mozaik; Google Classroom; Report cards; Progress Reports; Parent – Teacher Meetings; course outlines	-Materials are subject to change, based on the requirements of each teacher	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<i>Criterion A: Analyzing</i> <i>Criterion B: Organizing</i>	On-going use of IB rubrics and/or task-specific rubrics Mozaik Google Classroom	

<p><i>Criterion C: Producing text</i> <i>Criterion D: Using language</i></p>	
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<b>Term 3</b>		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
<p>C1: uses language to communicate and learn. C2: reads and listens to written, spoken, and media texts. C3: produces texts for personal and social reasons</p>	<ul style="list-style-type: none"> <li>- Both formal and informal oral presentations</li> <li>- In-class reading and responding to texts</li> <li>- A variety of written assignments (transactional and creative)</li> <li>- Analysis and production of articles.</li> <li>-In-class work</li> <li>-Tests</li> <li>-Projects</li> <li>-End of year Exam (C2)</li> </ul>	<p>To finish by end of y</p>
<i>Communication to students and parents</i>	<i>Materials required</i>	
<p>Mozaik; Google Classroom; Report cards; Progress Reports; Parent – Teacher Meetings; course outlines</p>	<p>-Materials are subject to change, based on the requirements of each teacher</p>	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<p><i>Criterion A: Analyzing</i> <i>Criterion B: Organizing</i> <i>Criterion C: Producing text</i> <i>Criterion D: Using language</i></p>	<p>On-going use of IB rubrics and/or task-specific rubrics Mozaik Google Classroom</p>	

<b>Additional Information/Specifications</b>
<p><input checked="" type="checkbox"/> This course does not have a final exam. The final course grade comes entirely from the school course grade.</p>

This course has a final exam administered by the English Montreal School Board. The final course grade is determined by taking 70% of the school course grade and 30% of the school board exam.

This course has a final exam administered by the *Ministère de l'Éducation et de l'Enseignement Supérieur* (MEES). The final course grade is determined by taking 50% of the school course grade and 50% of the MEES exam. Please note that the final course grade is subject to MEEs moderation.