

<p>Course Overview</p>	<p>ENGLISH LANGUAGE ARTS 10-4 aims to foster and strengthen the development of language. Learning the foundational skills of communication enhances confidence, builds personal identity and enables individuals to create and sustain meaningful relationships. Becoming successful communicators at home, at school, at work and in the community enables students to experience personal satisfaction and become responsible, contributing citizens and lifelong learners.</p> <p>Knowledge and Employability English language arts highlights six language arts—listening, speaking, reading, writing, viewing and representing. Students engage all six language arts as they study texts and as they create their own texts in relevant situations for a variety of purposes and audiences. All of the language arts are interrelated and interdependent; proficiency in one strengthens and supports proficiency in the others.</p>																
<p>Prerequisite</p>	<p><i>Please refer to Alberta Education’s Provincially Authorized Senior High School Courses and Course Codes Document</i></p>																
<p>Required Materials & Resources</p>	<ul style="list-style-type: none"> • Six Combined (Consumable) Module and Assignment Books • Novel-option 1: “The Lie That Had To Be” by Sharon Gibson Palermo • Novel-option 2: novel of student or teacher choice as recommended by Alberta Education Authorized Resource List (found on pages 4 and 5 of module 1) • Computer: for research and word processing 																
<p>Learning Outcomes</p>	<p><i>The student will:</i></p> <ul style="list-style-type: none"> A. explore thoughts, ideas, feelings and experiences B. comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively C. manage ideas and information D. create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication A. respect, support and collaborate with others 																
<p>Note</p>	<p><i>Within Alternative Education all teachers are required to follow a common course outline and gradebook set up.</i></p>																
<p>Assessment</p>	<p>The student’s grade is determined by the knowledge the student has acquired based on the program of studies and the skills the student is able to show in articulating his or her knowledge.</p> <p>The student’s grade will be calculated based on the following:</p> <p>Coursework –25%</p> <p>Writing – 25%</p> <p>Midterm – 25%</p> <p>Final Exam – 25%</p>																
<p>Topics of Study</p>	<table border="0"> <thead> <tr> <th style="text-align: left;">MODULE</th> <th style="text-align: left;">TITLE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Communicating</td> </tr> <tr> <td>2</td> <td>Constructing Meaning</td> </tr> <tr> <td>3</td> <td>The Marvelous Media—Advertising</td> </tr> <tr> <td>4</td> <td>The World of Work</td> </tr> <tr> <td colspan="2">*Student completes only one of the following two options:</td> </tr> <tr> <td>5</td> <td>Novel Study Option 1: “The Lie That Had To Be”</td> </tr> <tr> <td>6</td> <td>Novel Study Option 2: novel study of student or teacher choice</td> </tr> </tbody> </table>	MODULE	TITLE	1	Communicating	2	Constructing Meaning	3	The Marvelous Media—Advertising	4	The World of Work	*Student completes only one of the following two options:		5	Novel Study Option 1: “The Lie That Had To Be”	6	Novel Study Option 2: novel study of student or teacher choice
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An Important Note About Assessment	A wide range of assessment information is used in the development of a student's final grade. Within Alternative Education, individualized assessments provide specific information regarding student progress and overall performance in the course. Student assessments may vary from student to student to adapt to differences in student needs, learning styles, preferences and paces. The teacher will apply best teaching practices to determine appropriate assessment.
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TEACHER'S CONTACT INFORMATION:

Teacher's Name:	
Teacher's Phone Number:	
Teacher's Email Address:	