

## **English Language Arts A30 (Grade 12)**

Designed to help students achieve the Saskatchewan curricular outcomes for English Language Arts A30 in an individualized learning system, this resource includes seven workbook units with corresponding score keys, tests, and test keys.

While the shorter literary selections are contained in the workbooks, other resources of length will be necessary to complete this course successfully. These include *Gully Farm* by Mary Hiemstra, *Quiet in the Land* by Anne Chislett, and *The Man from Glengarry* by Ralph Connor.

ELA A30 is a study of the time periods, themes, and voices of Canadian literature. It offers the student the opportunity to enjoy the literary works of Canadian authors from each period in a variety of genres. Students continue to develop their skills in writing, speaking, listening, viewing, and representing.

**At the completion of each unit, the student should be able to:**

### **Unit 1**

- ❖ Recognize the time periods of Canadian literature.
- ❖ Differentiate the characteristics of each literary period.
- ❖ Evaluate the major themes found in Canadian literature.
- ❖ Identify key authors within each literary period.
- ❖ Summarize the main thoughts in the selections discussed.
- ❖ Understand and outline the differences between comparison and contrast.
- ❖ Contrast the main thoughts of selected literary works.
- ❖ Compare the Indian legend of the great flood with the Biblical account.

### **Unit 2**

- ❖ Define the term "critical attributes".
- ❖ Gather critical attributes from a variety of readings.
- ❖ Organize a set of critical attributes into a definition of the term "Canadian".
- ❖ Create an attribute web for the term "Canadian".
- ❖ Understand the format of an exploratory essay.
- ❖ Write an exploratory essay.
- ❖ Review the eight parts of speech.

### **Unit 3**

- ❖ Explain how selections studied illustrate the "diverse wonders" of the Canadian landscape.
- ❖ Identify the main poetic devices used in each selection and explain how these contribute to the overall effect of the poem.
- ❖ Outline the principal parts of the short story.
- ❖ Explain how the selections studied illustrate the challenges of the Canadian landscape.
- ❖ Create "dominant impression" in a poetic "landscape" composition.
- ❖ Use personal experiences to write a "landscape" short story.
- ❖ Identify the major parts of a sentence and use them to build effective sentences.
- ❖ Vary sentence structure to create mood.

### **Unit 4**

- ❖ Define and identify types of non-fiction prose (essays, journals, biographies, etc.)
- ❖ Summarize the events of *Gully Farm*.

- ❖ Demonstrate how *Gully Farm* illustrates one of the prominent themes in Canadian literature.
- ❖ Identify the four types of writing and outline the characteristics of each.
- ❖ Respond to *Gully Farm* in narrative, descriptive, expository, and persuasive writing.
- ❖ Identify different types of sentences.
- ❖ Explain the difference between subordination and coordination in sentence structure.

## Unit 5

- ❖ Identify the "voice" of key writers in Canadian literature.
- ❖ Summarize the plot, theme, setting, and/or characters in each selection studied.
- ❖ Analyze the way each writer presented a particular Canadian "voice".
- ❖ Identify and correct common sentence errors such as the fragment, the run-on sentence, and faulty subject-verb agreement.

## Unit 6

- ❖ Identify past and present Christian contributors to our literary heritage.
- ❖ Summarize the lives of Henry Alline, Agnes Maule Machar, Nellie McClung, Ralph Connor and Margaret Avison and their influence on Canadian society.
- ❖ Evaluate and explain the main thought in works by each of these authors.
- ❖ Use the vocabulary learned from these selections.
- ❖ Identify the various literary techniques used by each of these authors.
- ❖ Analyze and outline the plot development of the play, *Quiet in the Land*.
- ❖ Summarize the internal and external conflict in the play.
- ❖ Create a character sketch for each of the main characters in the play.
- ❖ Explain what a hero is, by Christian standards.
- ❖ Outline the research process.
- ❖ Develop an outline and create a poster board of a Canadian "hero".

## Unit 7

- ❖ Identify and correct common sentence errors.
- ❖ Employ a variety of sentence structures for effective writing.
- ❖ Outline the development of the novel in Canada.
- ❖ Present a brief biographical sketch of Ralph Connor.
- ❖ Summarize the plot of *The Man from Glengarry*.
- ❖ Identify the main conflicts within the plot of this novel.
- ❖ Compare and contrast several of the main characters.
- ❖ Identify elements of local colour within the novel.
- ❖ Write a character sketch of the main characters.
- ❖ Respond to the novel in a formal essay.
- ❖ Proofread for mechanical accuracy.