

**Saskatchewan Learning
English Language Arts
Sexual Orientation and Gender Identity**

Language forms the centre of study in an English language arts program. The aim of the English language arts curricula is to help students become effective listeners, speakers, readers, writers, viewers, and representers who are competent and confident in using language for functional and aesthetic purposes. Students are expected to understand and appreciate language, and to use it in a variety of situations for communication, for learning, and for personal satisfaction. Students are expected to listen, speak, read, write, view, and represent to:

- Explore their thoughts, ideas, feelings, and experiences
- Comprehend and respond personally and critically to oral, print, and other media texts
- Manage ideas and information
- Enhance the clarity and artistry of their communication
- Celebrate and build community.

An effective English language arts program develops students' language knowledge, skills, and strategies and fosters a positive attitude about language, language learning, and the self as a communicator and learner. Language usage and appropriate is explored and students are expected to use language to include and support others (General Outcome 5.1 in the Western and Northern Canadian Common Curriculum Framework for English Language Arts)

Language is best learned in a caring and respectful environment where students explore and learn about language in a variety of contexts. In kindergarten to grade nine, these contexts are:

Sample Themes and Topics at the Elementary Level

Contexts	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Personal and Philosophical (In this context, students are looking inward and focusing on self-image and self-esteem. They reflect on self and life, on their beliefs and values and those of society.)	e.g., Me, Feelings	e.g., All About Me, Safety	e.g., Fears, My Body	e.g., Role Models, Making Choices, Emotions	e.g., I am Unique, School Life, Feelings	e.g., Heroes, Growing Up, What I Believe
Social, Cultural, and Historical (In this context, students look outward and examine their relationships with others, their community, and that of the world. They also can consider the historical context.)	e.g., My Family, Friends, The Powwow	e.g., The Playground, The Neighbourhood	e.g., Friends and Friendships, Life in a Community	e.g., Elders Biographies, Other Communities	e.g., Prairie or Life in Northern Saskatchewan, Local Issues	e.g., Mysteries, The Future, Early Explorations
Imaginative and Literary (In this context, students consider imaginary worlds and possibilities (e.g., what if...) as well as a range of genres and authors.)	e.g., Nursery Rhymes, Make Believe	e.g., Fairy Tales, Illustrator Study	e.g., Surprise Endings, Humour, Fables	e.g., Folktales, Make Believe Author Study	e.g., Inventions, Legendary Creatures, Trickster Tales	e.g., Autobiography, Glimpses of Other Worlds
Communicative (In this context, students consider the role of communication in their lives and the ideas and technology that helps people become effective communicators.)	e.g., Special Days, Celebrations	e.g., Signs and Symbols The Telephone	e.g., TV for Children, Play on Words	e.g., Magazines for Children Communicating Electronically	e.g., So Why Are We Laughing? Words and Advertising	e.g., Visual Storytelling, Values and Messages on the WWW
Environmental and Technological (In this context, students explore the elements of nature, environment issues, and the role of technology and development in their society.)	e.g., The Pond, My Backyard Machines	e.g., Animals The Senses Motion	e.g., Weather, Plants, Dinosaurs	e.g., Endangered Animals, They Sky, The Senses	e.g., Habitats, Light, Predicting Weather, Insects and Spiders	e.g., Bones and Artifacts, Oceans, Matter and its Changes

Contexts and Suggested Themes and Topics for Middle Level English Language Arts

Contexts	Grade Six	Grade Seven	Grade Eight	Grade Nine
<p>Personal and Philosophical (In this context, students are looking inward and focusing on self-image and self-esteem. They reflect on self and life, on their beliefs and values and those of society.)</p>	e.g., Growing Up Into the Spotlight (Self and Relationships)	e.g., Finding the Courage Exploring Thoughts, Feelings, and Ideas Participating and Giving Our Personal Best	e.g., Become Myself In My Mirror Life Stories	e.g., All that I Am—The Search for Self, Exploring Loyalty, Love, and Relationships
<p>Social, Cultural, and Historical (In this context, students look outward and examine their relationships with others, their community, and that of the world. They also can consider the historical context.)</p>	e.g., Looking for Answers Going the Distance Peace and Conflict	e.g., A Better World Voices Through the Ages--Reconstructing Past Lives Young People in History Heroes Gallery	e.g., Adventure and Adventures Is it Fair--In Search of Justice A Better World Heroic Ways	e.g., Conflicts, Issues and Choices—Doing the Right Thing Surviving and Conquering Taking Risks; Setting Limits Equal Opportunity
<p>Imaginative and Literary (In this context, students consider imaginary worlds and possibilities (e.g., what if...) as well as a range of genres and authors.)</p>	e.g., Tales—Heroes, Deeds, and Wonders Marvels Then and Now, Fantastic Fiction	e.g., Mysteries, Uncanny Incidents, and Unusual Happenings Imagined Worlds Actions and Reactions	e.g., Greek Narratives and Legends Other Skies Mystery Maze	e.g., Indigenous and Norse Narratives, Looking Beyond— Imagining New Worlds and The Future Laugh Lines Endless Possibilities
<p>Communicative (In this context, students consider the role of communication in their lives and the ideas and technology that helps people become effective communicators.)</p>	e.g., Off the Page Scripts to Act Out Media Messages	e.g., Lighten Up--On the Funny Side Think for Yourself It's Showtime!	e.g., Burning Questions Fast Forward Popular Culture Beneath the Ink Buy It, You'll Like It	e.g., Listen to the Music Side by Side Image and Information
<p>Environmental and Technological (In this context, students explore the elements of nature, environment issues, and the role of technology and development in their society.)</p>	e.g., Taking Flight Space, Stars, and Quasars Systems for Living	e.g., Doing Our Part for Planet Earth Think Outside the Box	e.g., An Eye on Our Natural and Technological Environment Survival Turning Points	e.g., Building a Better Planet In Touch Final Frontier

Topics, Themes, and Issues for Secondary Level English Language Arts

At the Secondary Level, Students are required to complete five compulsory 100-hour credit courses and may take one or more language arts elections. Three of the compulsory ELA courses are organized around themes (ELA A10, ELA 20, ELA B10) and two are organized around issues (ELA B10 and ELA B30) that are of interest to students at this level.

Sample Themes and Issues in the Required ELA Courses at the Secondary Level

Compulsory Courses	Focus Themes/Topics/ Issues	Possible Sub-themes/ Sub-issues
English Language Arts A10	Canadian Frontiers and Homeland—Journeys and Discoveries	Roots and Identify, Traditions and Celebrations, Beliefs and Search for Meaning, Cultural Encounters
	Challenges—Opportunities and Obstacles	Questions and Adventures, Courage and Leadership, Struggle and Achievement, Conflict and Search for Peace
	The Unknown—Hopes and Fears	Mystery and Suspense, The Unexplained, Fantasy, Science Fiction, The Future
English Language Arts B10	Decisions—Action or Apathy	Life Pressures, Values, Consequences, Career Decisions, Apathy versus Action
	Environment and Technology—Reality and Responsibility	Survival, Disasters, Animal Rights, Urban and Rural Issues, Ecology and Technology
	Equality—Pain and Pride	Judging and Misjudging Others, Rights and Responsibilities, Inequalities, Racial Tensions, Justice and Fairness
English Language Arts 20	Recollection—A Journey Back	Innocence and Experience, Family and Peer Relationships, School and Education, Wonder and Imagination, Triumphs and Defeats
	Anticipation—On the Threshold	Roles and Responsibilities, Choices and Commitments, Perspectives and Passages, Values and Goals
English Language Arts A30	Canada—Diverse Landscapes and Peoples	A Vast and Varied Land, Nature and the Seasons, Regional Landscapes, Identity and Diversity, Personalities and Values
	Canada—Diverse Voices	Aboriginal Voices, Voices Through Time, Regional Voices, Multicultural Voices, Female and Male Voices, Marginalized Voices
English Language Arts B30	The Human Condition—In Search of Self	Identity and Sense of Self, Human Qualities and Ideals, Human Relationships, Joy and Inspiration, Doubt and Fear
	The Social Experience—Beyond Personal Goals	Individual and Social Responsibility; Truth and Justice; Ambition, Power, and the Common Good; Social Criticism; Causes and Crusades

Sample Topics in Secondary Level Elective Courses

Elective Courses	Focus	Modules
Communication Studies 20	Communication Studies 20 provides students opportunities to develop and refine their language knowledge and skills for various “real-world” situations requiring effective oral, written, and visual communication.	Students must complete an introductory module (20 hours) and then select from 15 other 10-20 optional modules to a total of 100 hours of course time. Optional modules includes Writing Technical Articles and Reports, Writing and Presenting Proposals, Enhancing Written and Spoken Presentations, Negotiation, Information Talks
Creative Writing 20	Creative Writing 20 course provides students opportunities to refine their creative writing skills and abilities beyond those developed in the required ELA courses.	<p>Option A: Module 1: Introduction Module 2: The World Around Us Module 3: Popular Culture Module 4: Imagination Module 5: Differing Perspectives Module 6: Independent Project</p> <p>Option B: Module 1: Introduction Module 2: Writing Poetry Module 3: Writing Short Fiction Module 4: Writing Plays Module 5: Writing Non-fiction Module 6: Independent Project</p>
Journalism Studies 20	Journalism Studies 20 provides students with an opportunity to explore responsible journalism as they use their thinking and communication skills and strategies in print and other media.	Module 1: Print Journalism Module 2: Electronic Journalism Module 3: On Assignment
Media Studies 20	Media Studies 20 provides students with an opportunity to explore the mass media and to become critical listeners, readers, and viewer as well as effective users of the media available to them.	Module 1: Media Awareness Module 2: Exploring the Medium of Television (or Radio and Recording, Print, Film and Video, Photographs, Posters, Billboard, Emerging Communication Technologies) Module 3: Exploration of Other Media and/or Advertising Module 4: Media and Cultural Studies Project