

# Centennial High English Language Arts





# Key takeaways?



- While High School ELA is in some ways a continuation of Junior High ELA, there are some significant differences.
- Placing a student in the most appropriate class based on current skills will lead to success.
- There *are* places to 'cross-over'



# ELA Curricular Continuity

- Students will *listen, speak, read, write, view* and *represent* to:
- **EXPLORE** thoughts, ideas, feelings and experiences.
- **COMPREHEND** literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
- **MANAGE** ideas and information.
- **CREATE** oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
- **COLLABORATE** with, respect and support others.





# A Minor, But Significant Change

- In High School, General Outcome 2 and General Outcome 4 make up 66% of the students final grade.
- Comprehension and Creation are the dominant modes of thinking and assessment







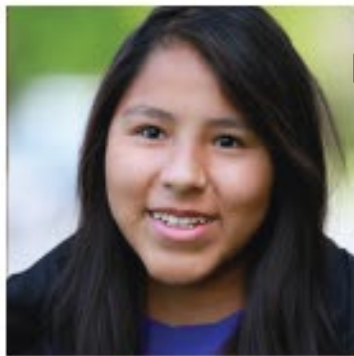
# What English Course Should I be Taking?

A look Course Sequencing

learning | as unique | as every student



Calgary Board  
of Education



Mostly  
4

ELA 10AP

ELA 20AP

ELA 30AP

3 & 4

ELA 10-1

ELA 20-1

ELA 30-1

2 & 3

ELA 10-2

ELA 20-2

ELA 30-2

ELA 10-4

ELA 20-4

ELA 30-4



— Typical Progression  
- - - Possible Progression



# AP English Skill Set



- Homework:
  - Assigned consistently to expand and deepen content
- Reading:
  - Reads standard and challenging texts independently
  - Strong passion for reading and comfortable with complex stories
  - Able to quickly identify deeper structures in texts
- Critical Thinking:
  - Moves confidently between the "big picture" and finding details that lead to the "big picture"
- Writing:
  - Writes both personal and connected critical paragraphs effectively, and applies literary analysis to texts with support.





# English 10-2 Skill Set



- Homework:
  - Only when class time was not enough to complete the work
- Reading:
  - Uses support to read standard texts and challenging texts
  - Likely describes themselves as “reluctant” readers
  - Reads to relate on a personal level with a text, more than for deeper structures
- Critical Thinking:
  - Works well in the "big picture", but may struggle finding details that lead to the “big picture”
- Writing:
  - Writes personal paragraphs, and writes, with support, 1 critical paragraph on a single source





# English 10-1 Skill Set



- Homework:
  - Assigned on a consistent basis
- Reading:
  - Reads standard texts independently, and challenging texts with support
  - Enjoys reading (generally) and is able to read strategically with support to identify deeper structures in texts
- Critical Thinking:
  - Moves effectively between the "big picture" and finding details that lead to the "big picture"
- Writing:
  - Writes personal paragraphs, and with support, writes at least 3 connected critical paragraphs on a single source



# Crossing Over from – 2 to – 1

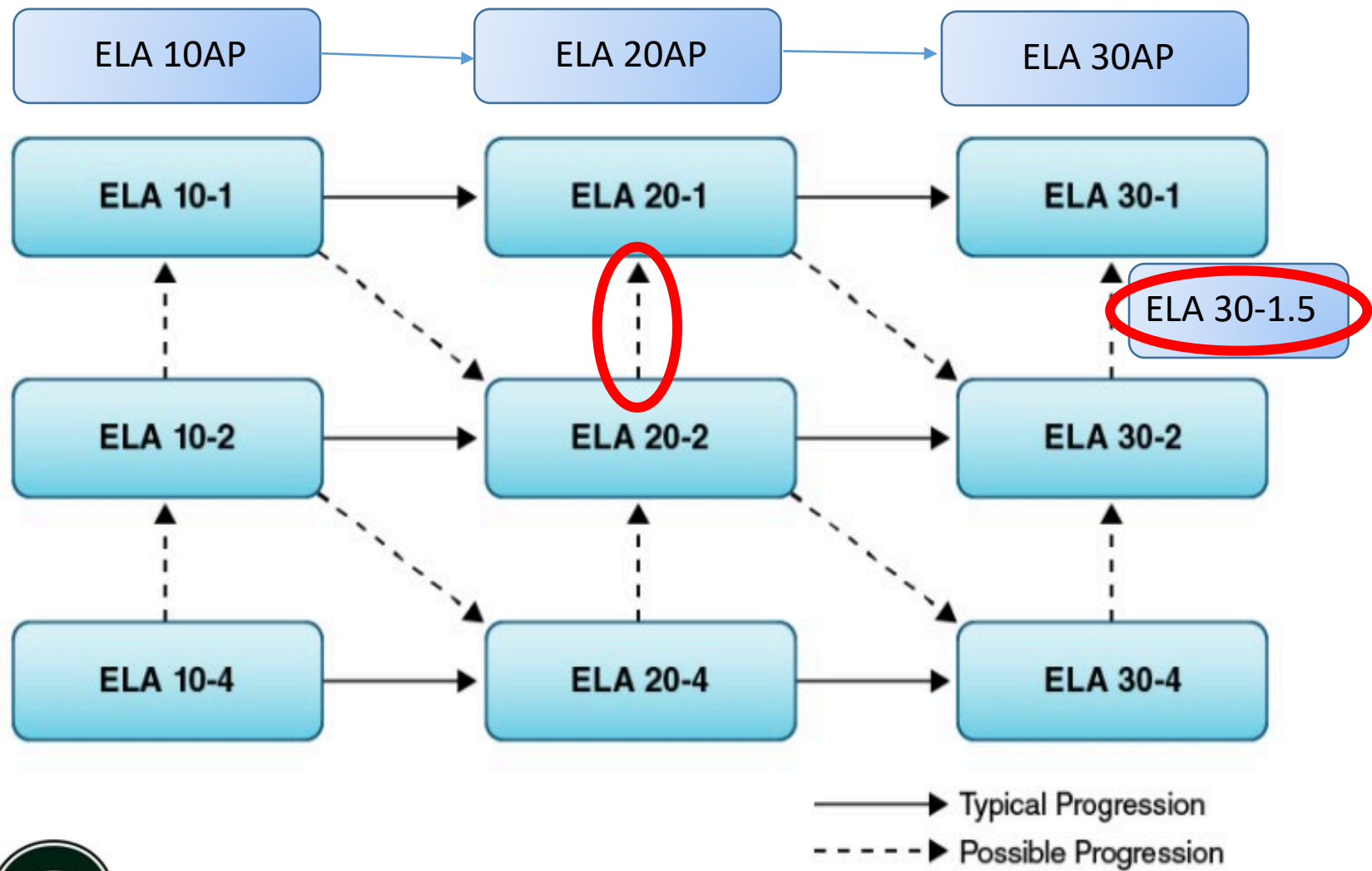
If a student begins in 10-2 , but wants to have 30-1 at the time of graduation, where can they ‘cross-over?’

learning | as unique | as every student



Calgary Board  
of Education









# Reading & Literacy's Importance

- Single most important skills that runs across *all* of the subjects
- Free Reading program
- Practice reading skills
- Being persuasive & building arguments
- The Power of Story in life

