



### English Language Arts

There are two basic aims of senior high school English language arts (ELA). One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences, and in a variety of situations for communication, personal satisfaction, and learning.

An appreciation of literature and an ability to use language effectively enhance students' opportunities to become responsible, contributing citizens and lifelong learners while experiencing success and fulfillment in life.

At the end of English Language Arts 30-1 or 30-2, your teen will write a provincial diploma exam. These exams determine if students across the province are learning what they are expected to learn. For more information on diploma exams, visit [Writing diploma exams](#).

### English Language Arts 10-1

*I want to explore literature and develop strong communication skills.* In ELA 10-1, students analyze and respond to literature, including extended texts (a novel/nonfiction book, a feature film, and a modern or Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, and essays) that relate to cultural and societal issues in Canadian and global contexts. They also create their own texts, e.g., fiction, nonfiction, poetry, presentations/media. This course is for students considering careers that require strong reading and communication skills and for those who may be interested in post-secondary education.

### English Language Arts 20-1

*I want to explore literature more deeply and develop my communication skills.* In ELA 20-1, students analyze and respond to literature, including extended texts (a novel, a nonfiction book or feature film, and a Shakespearean play)

and shorter texts (poetry, short stories, visuals and multimedia, and essays) that relate to cultural and societal issues in Canadian and global contexts. They also create their own texts, e.g., fiction, nonfiction/persuasive writing, presentations/media, scripts. This course is for students considering careers that require strong reading and communication skills and for those who may be interested in post-secondary education.

### English Language Arts 30-1

*I want to demonstrate critical thinking about literature and communication.* In ELA 30-1, students analyze and respond to literature, including extended texts (a novel or nonfiction book, a feature film or modern play, and a Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, essays, and popular nonfiction) that relate to cultural and societal issues in Canadian and global contexts. They also create their own texts, e.g., fiction, nonfiction/persuasive writing, presentations/media. This course is for students considering careers that may require strong reading and communication skills and for those interested in post-secondary education.

### English Language Arts 10-2

*I want to begin to study material I am comfortable with and communicate well with others.* In ELA 10-2, students with diverse abilities and goals study different types of texts, written at various levels, that explore issues in Canadian and global contexts. They study extended texts (a novel or nonfiction book, a feature film, and a modern or Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, and popular nonfiction). Students are also encouraged to create their own texts, e.g., fiction, nonfiction and reports, poetry, and presentations/media. Material will often have daily life or practical applications for students. This course is designed for students considering careers that require basic reading and communication skills and for those interested in a range of post-secondary education or other opportunities.



### English Language Arts 20-2

*I want to continue to study material that is relevant to my life and that strengthens my communication with others.* In ELA 20-2, students with diverse abilities and goals study different types of texts, written at various levels, that explore issues in Canadian and global contexts. They study extended texts (a novel, a nonfiction book or feature film, and a modern or Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, and popular nonfiction). Students are also encouraged to create their own texts, e.g., fiction, nonfiction and proposals, scripts, and presentations/media. Material will often have daily life or practical applications for students. This course is designed for students considering careers that require basic reading and communication skills and for those interested in a range of post-secondary education or other opportunities.

### English Language Arts 30-2

*I have a deeper understanding of relevant materials and can communicate clearly with others.* In ELA 30-2, students with diverse abilities and goals study different types of texts, written at various levels, that explore issues in Canadian and global contexts. They study extended texts (a novel or nonfiction book, a feature film, and a modern or Shakespearean play) and shorter texts (poetry, short stories, visuals and multimedia, essays, and popular nonfiction). Students are also encouraged to create their own texts, e.g., fiction, nonfiction, presentations/media. Material will often have daily life or practical applications for students. This course is designed for students considering careers that require basic reading and communication skills and for those interested in a range of post-secondary education or other opportunities.

### English Language Arts 10-4

*I want to develop language skills that will help me succeed.* In Knowledge and Employability ELA 10-4, students who have experienced challenges or difficulty with their skills in ELA are shown additional strategies for success. Materials have practical applications for students and support

development of reading comprehension, communication, and other occupational skills. Students may also be required to create their own brief texts. This course is part of a sequence designed for students who may transition directly into the world of work, pursue further training/courses, or pursue other opportunities that may not require post-secondary education.

### English Language Arts 20-4

*I want to continue to develop my language skills to be more successful in ELA.* In Knowledge and Employability ELA 20-4, students who have experienced challenges or difficulty with their skills in ELA are shown additional strategies for success. Materials have practical applications for students and support development of reading comprehension, communication, and other occupational skills. Students may be required to create their own brief texts. This course is part of a sequence designed for students who may transition directly into the world of work, pursue further training/courses, or pursue other opportunities that may not require post-secondary education.

### English Language Arts 30-4

*I want to demonstrate clear language skills and success in ELA to support my goals for work and life.* In Knowledge and Employability ELA 30-4, students who have experienced challenges or difficulty with their skills in ELA are shown additional strategies for success. Materials have practical applications for students and support development of reading comprehension, communication, and other occupational skills. Students may be required to create their own brief texts. This course is the last in a sequence designed for students who may transition directly into the world of work, pursue further training/courses, or pursue other opportunities that may not require post-secondary education.



## How Your Teen Is Assessed

Your teen's learning is assessed using a variety of tools and strategies within the classroom. Ask your teen's teacher what methods they are using. The different assessment methods tell you and your teen's teacher about your teen's strengths, areas in which your teen requires support, and how well your teen is doing throughout the course. Your teen's teacher can then change or refine their teaching plans to ensure that learning activities better meet the needs of your teen. At the end of the course, your teen is assessed and their achievement is reported so that you know if they have achieved the expected learning outcomes for their grade.

At the end of certain 30-level courses, your teen will write a diploma exam. These exams determine if students across the province are learning what they are expected to learn. For more information on diploma exams, visit [Diploma exams – Overview](#).

## Resources to Help Your Teen

A variety of digital and print resources developed by publishers, Alberta Education, or Alberta teachers are available to help students learn. Teachers may select and bring into the classroom numerous innovative and creative resources to create rich learning experiences for your teen. Visit [LearnAlberta.ca](#) to learn more about the resources your teen may encounter.

## Where can I get more information?

Learn more about your child's education by visiting <https://curriculum.learnalberta.ca/parents/>.