

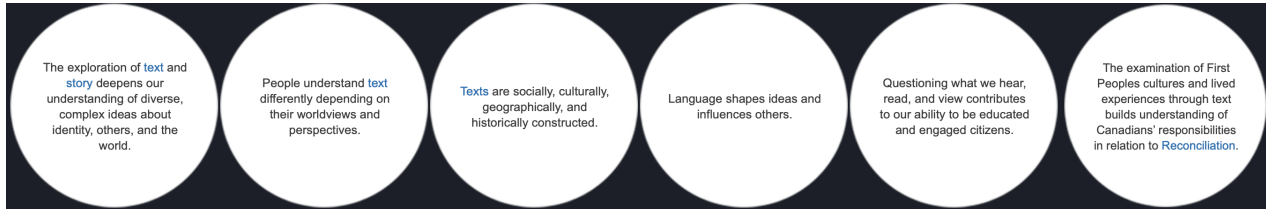
English Studies 12

Barriere Secondary School

Ms Cantin

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Google Classroom: mukkmub



This course builds on and extends students' previous experiences in English Language Arts. Students will engage with a variety of learning opportunities that will help refine their ability to communicate effectively in a variety of contexts, as well as think critically and creatively about the uses of language. They will explore texts to gain insight into diverse worldviews to deepen their understanding of themselves and others. Students will also contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples.

Written Communication

Students will be exploring and learning how to:

- Use writing and design processes to plan, develop, and create engaging and meaningful texts
- Write for a variety of purposes (to describe, to explain, to persuade, to entertain, and to reflect)
- Incorporate style, evidence, and literary devices into their writing
- Use acknowledgements and citations to recognize intellectual property rights

Oral Communication

Students will be exploring and learning how to:

- Communicate effectively in different contexts and for a variety of purposes (debates, presentations, speeches, performances, storytelling)
- Use oral language strategies such as emotion, volume, pace, pause, inflection, and emphasis to enhance their speaking skills
- Demonstrate appropriate listening skills and respond to others respectfully through body language, eye contact, collaborating, building on others' ideas, and disagreeing respectfully

English Studies 12

Reading and Responding to Text

Students will be exploring and learning how to:

- Use reading strategies with increasing independence
- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Construct meaningful personal connections between self, text, and world
- Recognize personal, social, and cultural contexts, values, and perspectives, as well as identify bias, contradictions, distortions, and omissions in texts
- Identify the narrative structures found in First Peoples texts and understand the protocols related to the ownership of First Peoples oral texts

Evaluation

Students will be assessed, both formatively and summatively, in a variety of ways:

- Class and group discussions, presentations and various speaking activities
- Essays and creative writing assignments
- Written responses
- Projects
- Student self-assessments and reflections

Proficiency Scale (This is what we will use to measure success)				
Not Yet	Getting There	Developing Independence	Got it!	Wow!!
Even with help, the student does not grasp the concept.	With help, the student can demonstrate understanding.	Demonstrates understanding with limited support.	Demonstrates understanding independently.	Demonstrates sophisticated understanding. Able to move beyond the concepts covered in class (transfers understanding)

Expectations

It is expected that students in this course are working on their GRIT:

- **Growth** - focuses on learning and improvement, sets goals and takes action
- **Resilience** - regulates emotions and behaviour, has an “I can” attitude
- **Integrity** - demonstrates kindness and respect for themselves and others
- **Time Management** - is prepared for learning, productive, and effective with their time

Supports

Students will be given an appropriate amount of class time to finish assignments. If a student does not complete the assignment within the allotted class time, it is expected that the student will complete their work as homework. **Students who need extra support can arrange with Ms Cantin to get help during lunch hour.**