



English 12

We respectfully acknowledge that we live, learn and teach on the traditional territory of the people of Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

COURSE BASICS

Teacher: Linda Hamilton
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Website:
mslhamiltongr8.weebly.com
or access it through the
PCSS school website
under teacher pages tab

Room: 203

COURSE DESCRIPTION

This course finds you continuing along the road you started long ago: developing reading, writing, speaking and critical thinking skills. The organization of this class is primarily into thematic units: examining one particular theme through various written, visual, and auditory works. For many units, you will have a number of options to choose from to show your learning, and occasionally choice of what to read or study. These methods will hopefully increase the relevance of course material for everyone, and give each of you an opportunity to use your strengths in order to do your best work.

Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

MATERIALS REQUIRED

- Binder
- Lined paper
- Pens and pencils
- USB stick if you do not use Google Docs
- Whatever texts that we are currently using

UNITS OF STUDY

Unit 1 - Rhetorical Analysis and Persuasive Techniques Unit

Unit 2 - *Of Mice and Men* Novel Study and Film Study

Unit 3 - Satire Unit and Independent Novel Study

Unit 4 – Literacy 12 Assessment and Argumentative Essay

Unit 5 - Social Justice Unit and Speech Writing

Unit 6 – Summative Project/Debate

Exam Review

- These units may be subject to change at the instructor's discretion.

WHAT WE WILL BE PRACTICING & LEARNING....

Oral Communication: students will develop their speaking skills during sharing circles, small group discussions, whole class discussions and presentations

Writing: students will complete a variety of written works, formal and informal, personal and analytical.

Language Skills: vocabulary development, literary devices and writing conventions will be worked on.

Reading Comprehension: reading both fiction and non-fiction for understanding and developing writing style spans all units of the course.

Synthesis: identifying similarities and differences between multiple works on a common theme is a part of all thematic units.

Poetry: read and listen to a variety of poems, focusing on theme, interpretation and personal response.

Short Stories: read and interpret short stories, while examining theme, conflict, character, point of view and setting.

Novel: study of one or two novels, one as a class (Steinbeck's *Of Mice and Men*) and one independently.

Film Study: we will be studying at least one film this year.

English 12 draws on the skills you have acquired in previous English courses, so there is some review. We will write regularly, with the goal of developing sophistication in personal and literary essays.

FOOD AND DRINK POLICY	TECHNOLOGY
<p>Food and drinks are permitted in class as long as they do not interfere with classroom instruction or student work time.</p> <p>Students must also tidy up after themselves (put garbage and recyclables in appropriate containers).</p>	<p>Computers</p> <p>Students will be required to sign on to our single sign-on portal web page (Rapid Identity) using studentnumber@yesnet.yk.ca and a simple password that they must remember.</p> <p>Students will have access to computers as needed during class time.</p> <p>Cell Phones</p> <p>Cell phones are useful tools for education when used properly; however, they can also serve as a distraction for many students. As a class, we will create a cell phone policy that best suits our learning environment. Students will be expected to sign and adhere to the policy.</p>

ACADEMIC POLICIES AND PROCEDURES

Expectations for individual assignments (including due date, content, and quality) will be made clear at the time the work is assigned.

Due dates will be respected. Marks will not be subtracted for late submissions; however, students are expected to speak with me if they are unable to complete an assignment by the due date.

If you realize that you will be unable to get an assignment in on time (for a valid reason), make sure to see me BEFORE the due date. Then we can work out an extension.

Resubmissions will be accepted as long as the original assignment and assessment rubric is attached to the revised piece.

You are often required to use outside sources in your writing. However, it is vital that you demonstrate academic integrity and give credit to your sources. Taking another's words or ideas and using them as though they are your own is considered plagiarism. **Plagiarism will not be tolerated.** Therefore, *always* give credit where credit is due. Students plagiarizing will be given a "0" and a warning. Second offences will result in a referral to the office and possibly the student being removed from the course, as per school policy. Plagiarism also includes copying classmates' work, downloading essays from the Internet, and having tutors make major changes to your writing. Do your own work, so you can learn from it!

ATTENDANCE POLICY

Students are expected to attend classes if they are healthy.

Students are expected arrive on time and stay until the end of the class.

Making up missed work due to an absence is the student's responsibility. A parent/guardian phone call or note to the office can excuse an absence or allow a student to leave class early for an appointment (see school attendance policy).

COMMUNICATION PROTOCOLS

Students are expected to check our class website in order to keep up-to- date on assignments and classroom activities.

Assignment expectations, due dates, assessment rubrics and exemplars will be fully explained in class, but please note that this information will also be posted online for you to review.

I will post the weekly plan and checklist on the class website every Sunday.

I am very quick to respond to emails Monday-Friday, so feel free to reach out if you have any questions or need some assistance.

HOW WILL LEARNING BE ASSESSED?

Formative Assessments

Formative assessments are used to monitor student learning and provide ongoing feedback. I will use formative assessments to guide our lessons and identify areas in which students need improvement. Formative assessments also help students identify their strengths and weaknesses. They provide feedback so students can improve their performance.

Many of our assessments will be formative. Think of a sports team; the team practices 4-5 times for every 1-2 games. You have to practice the skills to be ready for the game. Formative assessments are the 'practices'. Formative assessments are **not** used on report cards.

Summative Assessments

Each unit will conclude with a summative assessment of learning. These summative assessments are used for reporting student learning on their progress reports. Summative assessments may include an essay, a literary analysis, a project, a presentation, a video, a test, etc...

To continue with our sports analogy, summative assessments are the 'games'. This is where students demonstrate their best work based on the feedback and practice they had during each unit.

HOW TO BE SUCCESSFUL IN THIS COURSE AND IN LIFE

Be confident. Successful people believe in themselves. They know their actions make a difference in their lives and the lives of others. They work at trusting themselves and others.

Be responsible. Successful people choose to respond with appropriate behaviour and accept the consequences of their actions. They take credit for their success and learn from their mistakes.

Be here. Successful people go to work regularly. Once there, they are both physically and mentally present. As a student, going to school is your work. Attendance matters.

Be on time. Successful people are prompt. They get to where they are going on time. Others count on them to be on time.

Be friendly. Successful people accept the differences of others. They build friendships by helping one another rather than hurting each other.

Be polite. Successful people show courtesy. They know that other people help them to be successful, so they treat others with respect and are considerate of the feelings of others.

Be prepared. Successful people have their materials when needed. They keep their tools and supplies in good condition. They plan ahead and stay up-to-date and organized. Our class website will provide you with weekly updates and everything you need to be successful. Check it daily (Monday-Friday). Do your homework. I will do my best to provide you with meaningful work; however, it is up to you to complete it.

Be a listener. Successful people listen to instructions and follow directions.

Be a doer. Successful people do their work to the best of their ability. They know the more they do, the more capable they will become. I carefully plan lessons that meet our curricular outcomes and will challenge you individually. When you participate and work hard, you will improve your skills.

Be a tough worker. Successful people keep trying. They keep working toward their goals even when things get difficult. Ask for assistance. We all need a little help sometimes. Ask questions. Ask for help. I enjoy helping students be successful with their work; it's one of the most satisfying parts of teaching!

Be a risk taker. Successful people have courage and are willing to run the risk of failure. They know that sooner or later they will reach their goals if they keep trying.

Be a goal setter. Successful people plan for their future. They use goals as a personal road map to guide them where they want to go. By setting goals, people are able to realize their dreams.

Be a reader. Reading prevents memory loss, reduces stress, improves sleep, expands vocabulary, builds a critical mind, sharpens the brain, deepens empathy, improves writing, improves concentration, and increases life span.

COURSE MARKS AND REQUIREMENTS

The course mark is broken down into core competencies. The final mark is cumulative and the assignments during the second half of the course are weighted more heavily than those from the beginning of the course, reflecting student progress and improved skills. Every 2-3 weeks I will provide students with a print-out of their mark/missing assignments.

MARK BREAKDOWN

- Appropriate speaking and listening skills – 20%
- Think critically and respond to text in personal, creative or critical ways – 20%
- Transform ideas and information to create original texts – 20%
- Correct use of spelling, grammar, diction and punctuation – 20%
- Understand and evaluate how literary elements and techniques shape meaning and impact – 10%
- Understand intellectual property rights and use in-text citations and quotations – 10%
- Final Exam is incorporated into above marks.



