

Course: English Studies 12

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Course Description:

How does literature engender meaningful connections between self, text, and world? What is the relationship between individuals and society in various contexts? How do we construct identity? How have authors explored these questions through literature? This course explores these questions by looking at how texts are socially, culturally, geographically, and historically constructed, as well as how language shapes and influences the ideas we share. We will read, discuss, and create texts in a variety of genres, while learning to pose our own big questions through class discussion and individual inquiry. In a student-centered and dynamic environment, students will demonstrate their understanding by producing texts in a variety of genres and participating in class discussion, both to build upon their previous understanding and to help them continue to develop and enrich their English language skills, preparing them for success in their post-secondary endeavours.

Summer Learning Beliefs:

Summer Learning provides an engaging learning environment where all students can challenge themselves academically and fulfill their learning goals. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty Policy
- adhere to the Summer Learning Student Engagement policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their ability
- access technology in class when instructed to do so and for learning purposes only
- challenge themselves and have fun learning

All Summer Learning policies can be accessed at: [https://www.sd44.ca/school/summer/About/Pages/default.aspx#/=](https://www.sd44.ca/school/summer/About/Pages/default.aspx#/)

Course Syllabus:

Unit	Essential Question	Curricular Competencies	Content	Assessment Task Examples
Short Fiction and Poetry	<ul style="list-style-type: none">• In what ways do people understand text differently depending on their worldviews and perspectives?	<ul style="list-style-type: none">• Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking	<ul style="list-style-type: none">• Reading strategies• Writing processes• Elements of visual/graphic texts	<ul style="list-style-type: none">• Literature Review• Debate• Academic writing seminar

	<ul style="list-style-type: none"> • How does examining First Peoples cultures and lived experiences through text build an understanding of Canadians' responsibilities in relation to Reconciliation? 	<ul style="list-style-type: none"> • Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors 	<ul style="list-style-type: none"> • Protocols related to the ownership of First Peoples oral texts 	<ul style="list-style-type: none"> • Close Reading Analysis and Response to Texts • Synthesis Essay • Poetry submission to a student journal
Novel Study	<ul style="list-style-type: none"> • To what extent are texts socially, culturally, geographically, and historically constructed? 	<ul style="list-style-type: none"> • Use information for diverse purposes and from a variety of sources • Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts 	<ul style="list-style-type: none"> • Literary elements and devices • Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Citation Techniques 	<ul style="list-style-type: none"> • Creative Project/Writing • Socratic Seminar
Film Study	<ul style="list-style-type: none"> • How can we use critical reading and creative writing skills to engage with and respond to an emerging understanding of what it means to be educated and engaged citizens? 	<ul style="list-style-type: none"> • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Appreciate and understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world 	<ul style="list-style-type: none"> • Form, function, and genre of texts • Multimodal reading strategies • Respond to text in personal, creative, and critical ways 	<ul style="list-style-type: none"> • Screenplay structure analysis • Film analysis presentation project
Non-fiction narrative and persuasive writing	<ul style="list-style-type: none"> • How does language shape ideas and influence others? • How can we use writing and design processes as a pathway to greater critical 	<ul style="list-style-type: none"> • Evaluate the relevance, accuracy, and reliability of texts • Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages 	<ul style="list-style-type: none"> • Elements of style • Usage and conventions • Presentation techniques • Rhetorical Technique 	<ul style="list-style-type: none"> • Persuasive Writing • Personal narrative

	<p>thinking about our community, both locally and in a wider, global context?</p>	<ul style="list-style-type: none"> • Identify bias, contradictions, distortions, and omissions • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking • Assess and refine texts to improve their clarity, effectiveness, and impact 		
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Grade Boundaries:

“A” quality evidence of learning...

Provide perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Perceptively analyze effects of the author’s choices. Give detailed justification of opinions and ideas. Perceptively compare and contrast by making extensive connections. Make sophisticated use of organizational structures. Effectively organizes opinions and ideas in a sophisticated way. Produces texts that demonstrate a high degree of personal engagement. Make perceptive stylistic choices to demonstrate excellent awareness of impact on an audience. Effectively use a range of appropriate vocabulary, sentence structures and forms of expression. Write and speak in a consistently appropriate register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a high degree of accuracy.

“B” quality evidence of learning...

Competently analyze the content, context, language, structure, technique, style of text(s) and the relationship among texts. Competently analyze the effects of the author’s choices. Give sufficient justification of opinions and ideas. Evaluate similarities and differences by making substantial connections. Make competent use of organizational structures. Organize opinions and ideas in a coherent and logical manner. Produce texts that demonstrate considerable personal engagement. Make thoughtful stylistic choices to demonstrate good awareness of impact on an audience. Use varied range of appropriate vocabulary, sentence structures and forms of expression. Write and speak competently in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a considerable degree of accuracy

“C” quality evidence of learning...

Provide adequate analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Adequately analyze the effects of the author’s choices. Give justification of opinions and ideas. Evaluate some similarities and differences by making adequate connections. Make adequate use of organizational structures. Organize opinions and ideas with some degree of coherence and logic. Produce texts that demonstrate adequate personal engagement. Make some stylistic choices to demonstrate adequate awareness of impact on an audience. Use an adequate range of appropriate vocabulary, sentence structures and forms of expression. Sometimes write and speak in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with some degree of accuracy.

Resources:

Resources
MS Teams
A viable internet connection

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, on whose unceded traditional territory the North Vancouver School District resides. We value the opportunity to learn, share and grow on this traditional territory.