

**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/policies/Pages/default.aspx#/=>

## Course Syllabus:

Conceptual Understandings	Curricular Competencies	Content	Assessment
Unit one uses Short Fiction and Graphic Novel/Graphic Memoirs to build on the idea that story deepens our understanding of diverse, complex ideas about identity, others, and the world.	<ul style="list-style-type: none"> <li>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</li> <li>Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</li> </ul>	<ul style="list-style-type: none"> <li>Reading strategies</li> <li>Writing processes</li> <li>Elements of visual/graphic texts</li> </ul>	<ul style="list-style-type: none"> <li>Literature Review</li> <li>Development of an online study guide for future students</li> <li>Academic writing seminar</li> <li>Analysis and Response to Texts</li> </ul>
In our unit two novel study, we will examine how texts are socially, culturally, geographically, and historically constructed.	<ul style="list-style-type: none"> <li>Use information for diverse purposes and from a variety of sources</li> <li>Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts</li> </ul>	<ul style="list-style-type: none"> <li>Literary elements and devices</li> <li>Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact</li> <li>Citation Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Synthesis Essay</li> <li>Artifact Project: recreate an artifact from the novel and write a report describing its significance</li> </ul>
Poetry and Film will be the focus of our third unit. Here, we will have the opportunity to engage with the notion that People understand and interact with text differently depending on their worldviews and perspectives. Our poetry study will also allow us	<ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>Appreciate and understand how language constructs personal, social, and cultural identities</li> </ul>	<ul style="list-style-type: none"> <li>Protocols related to the ownership of First Peoples oral texts</li> <li>Form, function, and genre of texts</li> <li>Multimodal reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>Poetry submission to a student literary journal</li> <li>Socratic Seminar on student selected poems</li> </ul>

to examine First Peoples cultures and lived experiences through text, to build an understanding of Canadians' responsibilities in relation to Reconciliation.	<ul style="list-style-type: none"> <li>• Construct meaningful personal connections between self, text, and world</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to text in personal, creative, and critical ways</li> </ul>	<ul style="list-style-type: none"> <li>• One topic/ 3 forms: Demonstrate central thesis using 3 different forms (satirical headline, meme, email, ad copy, blog, podcast, IG story, infographic, essay, narrative, poem, comic, etc.)</li> </ul>
Our non-fiction narrative and persuasive writing unit will highlight the idea that questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	<ul style="list-style-type: none"> <li>• Evaluate the relevance, accuracy, and reliability of texts</li> <li>• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</li> <li>• Identify bias, contradictions, distortions, and omissions</li> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</li> <li>• Assess and refine texts to improve their clarity, effectiveness, and impact</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of style</li> <li>• Usage and conventions</li> <li>• Presentation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Speak with Conviction Project: Create and present an editorial with intent to publish</li> </ul>

## **Grade Boundaries:**

### **An "A" student will/can:**

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 good 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.

### **A "B" student will /can:**

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

### **A "C" student will /can:**

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
A device with an enabled webcam and microphone