

English 12

WINDSOR SECONDARY SCHOOL

COURSE OUTLINE 2019-2020



NEWSFLASH:

There is no provincial examination this year! As well, the **Graduation Literacy Assessment** that will replace it won't be introduced until 2020-2021! However, the evolving nature of the BC ELA curriculum will be fully embraced this year. What does this mean?

PERSONALIZED LEARNING

The re-design of BC's curriculum provides flexibility to inspire the **personalization** of learning and addresses the diverse needs and interests of BC students. BC's re-designed curriculum provides teachers with greater flexibility in creating learning environments that are relevant, engaging, and novel.

LITERACY AND NUMERACY FOUNDATIONS

The re-design of curriculum reinforces the current views in BC on the need for strong foundations in literacy and numeracy. Text literacy (reading and writing), number and financial literacy, visual literacy, and digital literacy are fundamental requirements for full social and economic participation in today's world. Literacy and numeracy skills are developed through applications in all curricular areas.

ESSENTIAL LEARNING and CORE COMPETENCIES

The new curricula are described as concept-based and competency-driven. They place more emphasis on a deeper understanding of concepts and the application of processes than on the memorization of isolated facts and information. What students are expected **to understand, to know, and to do** -- sets of intellectual, personal, and social/emotional proficiencies -- are the **Core Competencies** which will help students facilitate a more profound learning and contribute to their personal growth. They can be re-categorized, if you will, as **thinking** (both creative and critical), **communication**, and **social/personal awareness competencies**.

CORE COMPETENCIES AND THE CURRICULUM MODEL

Core Competencies underpin the **curriculum model which is made up of 3 (three) elements:** 1 Big Ideas, 2 Content, and 3 Curricular Competencies.

1 BIG IDEAS

What students are expected to understand in English 12.

The BIG IDEAS relate to (1) language and story being a source of creativity and joy; (2) stories and other texts helping us understand ourselves and making connections to others and to the world; (3) people understanding text differently depending on their world views and perspectives; (4) texts being presented which are socially, culturally, and historically constructed; and (5) students questioning what we hear, read, and view, all contributing to our ability to be engaged citizens.

2 CONTENT

What students are expected to know in English 12.

Different forms of oral, written, visual, and digital communications are studied. There is a focus on knowing reading strategies, oral language strategies, and meta-cognitive strategies (reflecting/questioning/goal-setting/self-evaluating). Furthermore, language features, structures, and conventions are emphasized.

3 CURRICULAR COMPETENCIES

What students are expected to do in English 12.

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to exchange ideas and viewpoints; to recognize and appreciate how different features, forms, and genres reflect different purposes, audiences, and messages and use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences; to use an increasing repertoire of conventions of spelling, grammar, and punctuation; to access information and ideas for diverse purposes; to apply appropriate strategies to comprehend written, oral, and visual texts; to think critically, creatively, and reflectively; to recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts; to respond to text in personal, creative, and critical ways; to explain how literary elements, techniques, and devices enhance and shape meaning; to recognize and appreciate the role of story, narrative, and oral tradition in expressing First People's perspectives, values, beliefs, and points of view.

THIS CURRICULUM MODEL ...

pulls together the best from modern learning theories. At the outset, the curriculum needs to ...

- * be flexible to better enable teachers to innovate.
- * focus on higher-order learning.
- * address the Core Competencies.
- * integrate Aboriginal world views and knowledge.
- * respect the unique nature of disciplines while supporting cross-curricular learning.

WINDSOR'S LANGUAGE ARTS PROGRAM

Windsor's past Language Arts program, in fact, has had many elements in place which are already consistent with the new curriculum. Students were able to communicate effectively in written, spoken, and visual forms; to develop positive attitudes towards language learning; to make connections to other areas of study and to life outside the classroom; to think critically, creatively, and reflectively in relation to self and others; to appreciate their own culture and the cultures of others; and to use accompanying technology that helps facilitate learning outcomes.

STUDENTS WILL CONTINUE TO ...

demonstrate their understanding of written, oral, and visual communications; draw reasoned conclusions from information found in written, spoken, or visual communications and to defend their conclusions; apply their knowledge of the conventions of language and use appropriate vocabulary to talk about them; employ effective processes and strategies to generate, gather, and organize information and ideas; enhance the precision, clarity, and artistry of their communications; understand and use a variety of forms and styles of communication that are relevant to specific purposes and audiences; use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world; use language to interact and collaborate with others within the school and community and to value and support others. Essentially, everything that we have already done in our language-arts program is being re-labelled, re-categorized, re-compartmentalized with respect to the new curriculum model in place.



MAJOR UNITS for GRADE 12

The Big Ideas, Content, and Curricular Competencies will be addressed through the following, including the accompanying activities listed:

punctuation rules as part of enhancing written expression, including capitals, commas, colons, semi-colons, end marks, apostrophes, quotation marks, hyphens, and dashes.

parts of speech usage in order to promote sound written expression: nouns, pronouns, adjectives, verbs, adverbs, prepositions, and conjunctions..

sentence, paragraph, multi-paragraph development -- including different forms of literary essays (and quoting procedures), along with brainstorming, drafting, revising, editing, and

proofreading of work. Content, organization, expression, and mechanics of the writing will be emphasized.

short stories (from *Story and Structure*), including elements of fiction; written expression; quoting procedures.

the novel (*All Quiet on the Western Front*), including elements of fiction; written expression; quoting procedures.

the play (*The Taming of the Shrew*), also including elements of the play and related terminology; performing of; written expression; quoting procedures.

poetry – (Theme and Image/my own collection) -- structure, theme, terminology, explication of; writing of; written expression; quoting procedures.

ACCOMPANYING ACTIVITIES

reading journals: play, short stories, poetry, novel, independent novel, other.

an independent novel study.

oral presentations throughout most units.

vocabulary development.

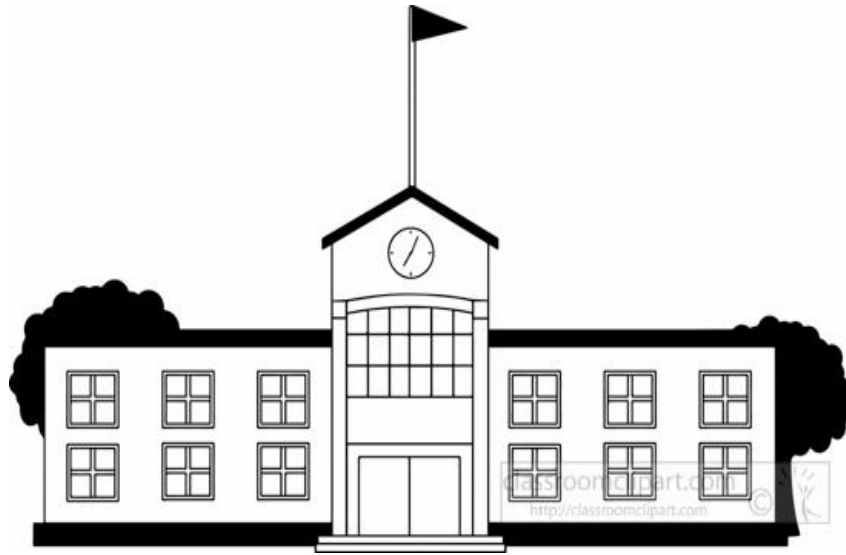
an assortment of readings to facilitate analysis, discussion, argumentation, comprehension.

PRINCIPLES OF QUALITY ASSESSMENT

The following principles provide a foundation for the development of classroom assessment (**formative and summative**) and communication of student learning. Quality assessment ...

- * is fair, transparent, meaningful, and responsive to all learners.
- * focuses on all three components of the curriculum model -- **understanding, knowing, and doing**,
- * provides on-going descriptive feedback to students.
- * is timely, specific, and embedded in day-to-day instruction.
- * provides varied and multiple opportunities for learners to demonstrate their learning.
- * involves the student in his or her learning.
- * promotes development of student self-assessment and goal-setting for the next steps in learning.
- * allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning.
- * communicates clearly to the learner and parents where the student is, what he is working towards, and the ways in which learning can be supported.

Windsor



Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for on-going, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills (reflecting, questioning, goal-setting, and self-evaluating).

REPORTING OF STUDENT LEARNING

The purpose of reporting is to communicate student achievement to students and their parents/guardians. Student performance is evaluated based on information collected through assessment activities over an instructional period. Through a combination of formative and summative assessment practices, teachers report to parents on the progress of their child with regard to the curricular competencies, content, and big ideas. BC provincial regulations require that parents be provided with a minimum of three formal written report cards, including one summative report in June.

Our evolving curriculum for English 12 each term this year will facilitate the progression of three (3) Core Competencies – **Communication, Creative and Critical Thinking, and Personal and Social** – ones clearly interlocking with one another from one major unit to another. The **Communication** competency develops through a bridging involving students' learning their personal and social identities and relationships, and the world in which they interact, and will primarily present itself in all forms of written expression and oral communication. The **Creative and Critical Thinking** competency comes to fruition with students making creative judgments based on reasoning, examining their own thinking, and that of others, and interacting with information that they receive through observation, experience, and various forms of communication. The **Personal and Social** competency flourishes through students embracing positive personal and cultural identities, greater personal awarenesses overall, and social responsibilities. These competencies will meld very well together in our literary studies and written expression in particular throughout the school year.

ASSESSMENT

For this school year, percentages (%'s) and **cumulative grading** will continue to record progression in the core competencies.

CUMULATIVE GRADING at WINDSOR

Cumulative grading was introduced school-wide four years ago, **and will continue as such until we fully transition into a re-designed curriculum and new grading dynamic next year.** Therefore, each and every mark in the first term of course affects the overall grade for the term, **but this term grade then automatically carries over** to the start of the second term and is then immediately affected by each and every mark in this term, and then into and throughout the third term. At any given time, in any term, the teacher can give the student and/or parents the year's achievement to that point in time using the MyEducation program.

What is being graded will vary, of course, from term to term, and marks will be placed in designated compartments or bins (ones set up at the beginning of the school year), for example, literature marks with literature marks from term to term, writing grades with writing grades from term to term, homework marks with homework marks from term to term, and so on. There won't be a mixing of different kinds of grades within the same bin; everything will be of the same order and kind, keeping the evaluations clean from term to term and making the cumulative grade a tenable reflection of a student's strengths and otherwise from term to term. Normally, from term to term, **written expression** commands the highest value among the different compartments. The cumulative mark at year's end truly captures the student's achievement throughout the year.

What I wish to do (in the spirit of greater feedback) is not only have a cumulative percent as our terms progress but also produce **a percent and letter grade** for each of the three core competencies for each term, which will then produce a final term percent and letter grade taking all three competencies into account. For example, the Term 02 reporting period will show a student's cumulative grade for Terms 01 and 02 and will show once again grading in each of the three competencies and now also show whether or not a student is progressing in each competency because I will include what his or her competency grades were from Term 01. In the Term 03 reporting period, in addition to showing the student's final cumulative grade for the course, I will show – as a reminder – what the competency grades were from both Terms 01 and 02 so that we can see how a student progressed in the three competencies throughout the year.

LETTER GRADE AND PERCENT RANGES

A (86-100%) B (73-85%) C+ (67-72%) C (60-66%) C- (50-59%) D (40-49%) E (below 40)

OTHER IMPORTANT CLASSROOM EXPECTATIONS

Students must complete assigned homework (reflected in term grade) on time in order to support subsequent assessments. A student who is legitimately absent on the day of a test or in-class composition is expected to complete this work on the first class back. In each and every class, students must embrace **responsible attitudes** towards attendance, punctuality, preparedness for class, notebook organization, classroom behaviour, respect for others, and on-task involvement in assigned work; otherwise, parents, the grade counsellor, and the grade administrator will be involved. Be sure to turn off cell phones, to not listen to music in class, to not bring food or drink

to class except for H2O, and to dress appropriately. Yes, you are allowed to inhale and exhale. These expectations apply fully when a TOC takes my place on a given day.

YOUR AGENDA BOOK

Recording any and all homework assignments, upcoming tests, and in-class written expression in your agenda book is crucial in your staying on top of your work. Be prepared! Louis Pasteur once wrote, "**Fortune favors the prepared mind.**"

FOR THOSE BELIEVING THAT "THE END JUSTIFIES THE MEANS" ...

Copying another student's work (in whole or in part) regardless of the nature of the assignment, or plagiarizing from books, magazines, newspapers, internet sources, or any other means (in whole or in part) is prohibited, and the student will automatically lose all credit for that assignment. Be warned! Parents and counsellor will be made aware of your actions. Even the student found "sharing" his or her completed work for another to copy will not be given credit for the assignment.

NOTEBOOK ORGANIZATION (use binder dividers and labels)

Punctuation, Parts of Speech, Written Expression, Journals, Short Stories (inc. elements of fiction), All Quiet on the Western Front, The Taming of the Shrew, The Independent Novel Study, Poetry and Terminology, Vocabulary, Other Readings.

Mr. J. Lewis, BA. (UBC) 1972; PDP (SFU) 1973; M. Ed (UBC) 1976.

Year 45 teaching high school English, the last 40 of which here at Windsor.

Scrabble player extraordinaire.

Just remember ... I'm not over the hill. I am the hill! An FYI ... I am retiring in June 2020. Come the first day of classes in September 2020, the halls of Windsor will be replaced by the beaches of the Mayan Riviera or the joys of London, England!

September 04, 2019.

