North Vancouver Online Learning

Course Plan: English Studies 12

COURSE DESCRIPTION:

This course is designed to build on and extend students' previous learning experiences. Students will be provided with opportunities to refine writing and comprehension skills in English. With its focus on cultivating critical thinking skills through the exploration of a wide variety of texts, including poetry and prose, this course prepares students for post-secondary and work place requirements. In addition, students will gain skills to assist in their lives outside of school by improving reading comprehension and writing skills. https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/english-studies
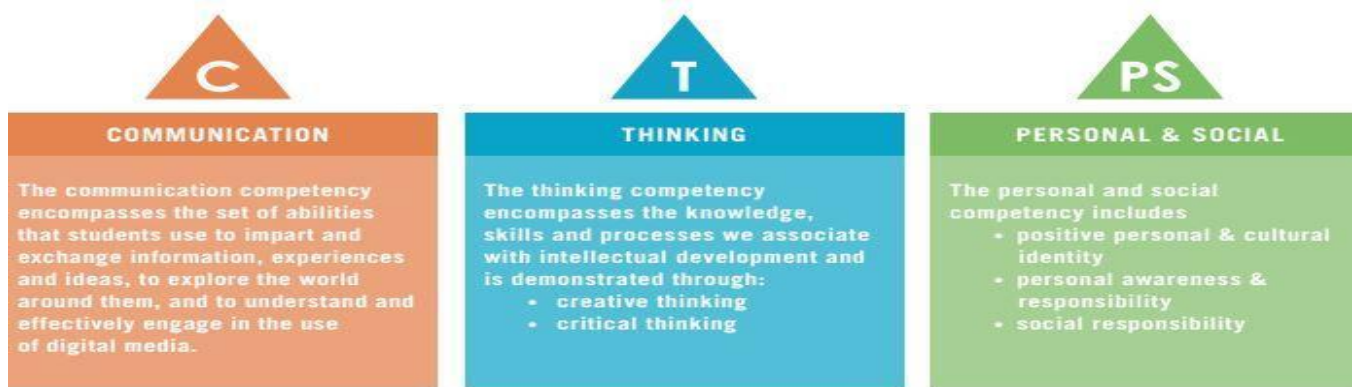
BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Language shapes ideas and influences others.	The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world.	People understand text differently depending on their worldviews and perspectives.
Texts are socially, culturally, and historically constructed.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	The examination of First Peoples' cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to Reconciliation.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).

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COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

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THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:
- creative thinking
- critical thinking

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PERSONAL & SOCIAL

The personal and social competency includes
- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.

- Students must read all the information and attempt all activities in the course in order to be successful in the course.

- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.

- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (reading, listening, viewing)

➢ Read for enjoyment and to achieve personal goals
➢ Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
➢ Recognize the diversity within and across First Peoples societies as represented in texts
➢ Recognize the influence of land/place in First Peoples and other Canadian texts
➢ Use information for diverse purposes and from a variety of sources
➢ Evaluate the relevance, accuracy, and reliability of texts
➢ 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
➢ Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages
➢ Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
➢ Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
➢ Appreciate and understand how language constructs personal, social, and cultural - identities
➢ Construct meaningful personal connections between self, text, and world
➢ Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
➢ Recognize an increasing range of text structures and how they contribute to meaning
➢ Identify bias, contradictions, distortions, and omissions

Create and communicate (writing, speaking, representing)

➢ Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
➢ Respond to text in personal, creative, and critical ways
➢ Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
➢ Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
➢ Express and support an opinion with evidence
➢ Assess and refine texts to improve their clarity, effectiveness, and impact
➢ Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
➢ Use acknowledgements and citations to recognize intellectual property rights
➢ Transform ideas and information to create original texts, using various genres, forms, structures, and styles

Substantive Student Course Activities will cover the following Learning Outcomes (Curricular Competencies)
- Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
- Respond to text in personal, creative, and critical ways
- Assess and refine texts to improve their clarity, effectiveness, and impact

These are 3 of the 24 learning outcomes in the course curriculum, which comprises 12.5% of the course Learning Outcomes/Activities. (3/24 = 12.5%) for evidence of substantive student course activities.

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- Text forms and genres
- Reconciliation in Canada
- Text features and structures
    - form, function, and genre of texts,
    - elements of visual/graphic texts,
    - narrative structures found in First Peoples texts,
    - protocols related to the ownership of First Peoples oral texts,
    - the legal status of First Peoples oral tradition in Canada

- Strategies and processes
    - reading strategies
    - oral language strategies
    - metacognitive strategies
    - writing processes
    - presentation techniques
    - multimodal reading strategies

- Language features, structures, and conventions
    - elements of style
    - usage and conventions
    - citation techniques
    - literary elements and devices

UNIT OVERVIEWS:

Unit 1: Writing

Students will explore active reading skills leading to the exploration of a variety of texts. Students will review literary devices and respond to prose, poetry and non-fiction.

Big Idea: *The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to Reconciliation.*

Core Competency: *Thinking*

First Peoples Principle of Learning: *Learning involves recognizing the consequences of one's actions.*

Unit 2: Communication

Students will explore visual literacy and review various strategies for communications. Students will also learn how to acknowledge sources used.

Big Idea: *Language shapes ideas and influences others.*

Core Competency: *Communication*

First Peoples Principle of Learning: *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

Unit 3: Independent Novel Study

Students will read and analyze a novel of their choosing.

Big Idea: *Texts are socially, culturally, geographically, and historically constructed.*

Core Competency: *Thinking*

First Peoples Principle of Learning: *Learning is embedded in memory, history, and story.*

Unit 4: Personal & Cultural Identity

Students will learn how to synthesize and present information. Students will explore identity in a variety of mediums

Big Idea: *People understand text differently depending on their worldviews and perspectives.*

Core Competency: *Personal and Social*

First Peoples Principle of Learning: *Learning requires exploration of one's identity.*

Unit 5: Personal & Social Responsibility

Students will learn how to understand and create their own messages of social responsibility.

Big Idea: *The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to Reconciliation.*

Core Competency: *Personal and Social*

First Peoples Principle of Learning: *Learning involves generational roles and responsibilities.*

Unit 6 : Creative & Critical Thinking

Students will study various styles of writing as they work towards creating a fictional memoir.

Big Idea: *Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.*

Core Competency: *Thinking*
First Peoples Principle of Learning: *Learning involves patience and time.*

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- ➢ Course readings
- ➢ Quizzes
- ➢ Interactive activities
- ➢ Reflective writing
- ➢ Assignments may include:
  - o Essay/multi-paragraph writing
  - o Paragraph writing
  - o Poetry reflections/writing
  - o Verbal speeches/marketing ideas
  - o Projects using a variety of technology
  - o Podcasts, digital recordings
  - o Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)
  - o Blogs

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - http://nvsd44curriculumhub.ca/assessment/

Formative may include:

- ➢ Teacher – student conferences (online or in person) to discuss drafts and progress
- ➢ Online quizzes to check for completion and understanding of lessons.

Summative may include:

- ➢ Assignments – written feedback, rubric assessment and grade
- ➢ Final performance task – written feedback, rubric assessment and grade
- ➢ Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Introductory Unit /Substantive Student Course Activities	10%
Assignments	60%
Tests & Quizzes	30%
Course Total	100%

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.