

Course: English 11

Teachers: Lindsey McDowell and Shawn Myers

Contact information: lmcdowell@sd44.ca, and shawnmyers@sd44.ca

Course Website: McDowell – mcdowellenglish.weebly.com

Course Description:

In English 11, the big ideas that we will cover are:

- 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.

We will explore these ideas through a variety of texts and media. The area of inquiry that we will be focusing on is “Ways of Thinking” with the question “How do we know what we know?”

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>.

Learning Plan:

Percentage	Evidence of Learning (Assessment)	Learning Plan
80%	Students will show their competency in the following areas through a variety of writing and reading assessments, including, but not limited to, paragraphs, essays, response journals, oral presentations, reading questions, etc.	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • A variety of text forms and genres. <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • elements of visual/graphic texts • narrative structures found in First Peoples’ texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • usage and conventions • citation techniques • literary elements and devices • literal meaning and inferential meaning <hr/> <p><i>Students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view. • Recognize, evaluate and understand how language shapes meaning. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and understand personal, social, cultural contexts, values, and perspectives in texts. • Construct meaningful personal connections between self, text, and world. <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respond to text in personal, creative, and critical ways. • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of

		<p>purposes and audiences.</p> <ul style="list-style-type: none"> • Express and support an opinion with evidence. • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context.
		<p><i>Students will understand:</i></p> <ul style="list-style-type: none"> • The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. • That people understand text differently depending on their worldviews and perspectives. • The influence of land/place in First Peoples' and other Canadian texts.
20%	Show understanding of the big ideas using evidence from the texts we have covered in class through a visual/oral presentation.	
100%		

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.

Celebration of Learning:

The 2018 Celebration of Learning is shaped around “Ways of Knowing”.

Our class will use the Ways of Knowing to focus on the different ways we understand, analyze, and write about literature and ourselves.

Our class will collaborate to create one Pecha Kucha presentation. A Pecha Kucha presentation uses imagery and spoken word. Each student is responsible for preparing 3 slides of images and 30 seconds of spoken content about the ways in which we know.

Resources:

Resources
<ul style="list-style-type: none">• Macbeth
<ul style="list-style-type: none">• The Glass Castle
<ul style="list-style-type: none">• Variety of short stories, poetry, videos