



English 12

We respectfully acknowledge that we live, learn and teach on the traditional territory of the people of Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

COURSE BASICS

Term: Fall 2021

Teacher: Linda Hamilton
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Website:

mslhamiltongr8.weebly.com

or access it through the
 PCSS school website
 under teacher pages tab

Room 203

COURSE DESCRIPTION

This course finds you continuing along the road you started long ago: developing reading, writing, speaking and critical thinking skills. The organization of this class is primarily into thematic units: examining one particular theme through various written, visual, and auditory works. For many units, you will have a number of options to choose from to show your learning, and occasionally choice of what to read or study. These methods will hopefully increase the relevance of course material for everyone, and give each of you an opportunity to use your strengths in order to do your best work.

Through the study of literature and the processes of experimenting with, reflecting on, extending, and refining their writing, students:

- extend their capacity to communicate effectively in a variety of contexts
- deepen their understanding of themselves and the world
- expand their understanding of what it means to be educated Canadian and global citizens

MATERIALS REQUIRED

- Binder
- Lined Paper
- Pens/Pencils
- USB stick
- Face mask
- Texts that we are currently using

UNITS OF STUDY

August - Rhetorical Analysis and Persuasive Techniques Unit

September - *Of Mice and Men* Novel Study and Film Study

October - Satire Unit and Independent Novel Study

November - Social Justice Unit

December - Speech Writing Unit and Argumentative Essay/Debate Unit

January - Exam Review

- These units may be subject to change at the instructor's discretion.



WHAT WE WILL BE PRACTICING & LEARNING....

Oral Communication: students will develop their speaking skills during sharing circles, small group discussions, whole class discussions and presentations

Writing: students will complete a variety of written works, formal and informal, personal and analytical.

Language Skills: vocabulary development, literary devices and writing conventions will be worked on.

Reading Comprehension: reading both fiction and non-fiction for understanding and developing writing style spans all units of the course.

Synthesis: identifying similarities and differences between multiple works on a common theme is a part of all thematic units.

Poetry: read and listen to a variety of poems, focusing on theme, interpretation and personal response.

Short Stories: read and interpret a number of short stories, while examining theme, conflict, character, point of view and setting.

Novel: study of one or two novels, one as a class (Steinbeck's *Of Mice and Men*) and one independently.

Film Study: we will be studying at least one film this year.

English 12 draws on the skills you have acquired in previous English courses, so there is some review. We will write regularly, with the goal of developing sophistication in personal and literary essays.

FOOD AND DRINK POLICY

Food and drinks are permitted in class as long as they do not interfere with classroom instruction or student work time.

Students must also tidy up after themselves (put garbage and recyclables in appropriate containers).

TECHNOLOGY

Computers

Students will be required to sign on to our single sign-on portal web page (**Rapid Identity**) using studentnumber@yesnet.yk.ca and a simple password that they must remember.

Students will have access to computers as needed during class time.

Cell Phones

Cell phones are useful tools for education when used properly; however, they can also serve as a distraction for many students.

As a class, we will create a cell phone policy that best suits our learning environment. Students will be expected to sign and adhere to the policy.

ATTENDANCE POLICY

Students are expected to attend classes if they are healthy.

Students are expected arrive on time and stay until the end of the class.

Making up missed work due to an absence is the student's responsibility. A parent/guardian phone call or note to the office can excuse an absence or allow a student to leave class early for an appointment (see school attendance policy).

COMMUNICATION PROTOCOLS

Students are expected to check our class website in order to keep up-to-date on assignments and classroom activities.

Assignment expectations, due dates, assessment rubrics and exemplars will be explained in class, but please note that this information will also be posted online for you to review.

I will post the weekly plan and checklist on the class website every Sunday.

I am very quick to respond to emails Monday-Friday, so feel free to reach out if you have any questions or need some assistance.

ACADEMIC POLICIES AND PROCEDURES

Expectations for individual assignments (including due date, content, and quality) will be made clear at the time the work is assigned.

Due dates will be respected. Marks will not be subtracted for late submissions; however, students are expected to speak with me if they are unable to complete an assignment by the due date.

If you realize that you will be unable to get an assignment in on time (for a valid reason), make sure to see me BEFORE the due date. Then we can work out an extension.

Resubmissions will be accepted as long as the original assignment and assessment rubric is attached to the revised piece.

You are often required to use outside sources in your writing. However, it is vital that you demonstrate academic integrity and give credit to your sources. Taking another's words or ideas and using them as though they are your own is considered plagiarism. **Plagiarism will not be tolerated.** Therefore, *always* give credit where credit is due. Students plagiarizing will be given a "0" and a warning. Second offences will result in a referral to the office and possibly the student being removed from the course, as per school policy. Plagiarism also includes copying classmates' work, downloading essays from the Internet, and having tutors make major changes to your writing. Do your own work so you can learn from it!

HOW WILL LEARNING BE ASSESSED?

Formative Assessments

Formative assessments are used to monitor student learning and provide ongoing feedback. I will use formative assessments to guide our lessons and identify areas in which students need improvement. Formative assessments also help students identify their strengths and weaknesses. They provide feedback so students can improve their performance.

Most of our assessments will be formative. Think of a sports team; the team practices 4-5 times for every 1-2 games. You have to practice the skills to be ready for the game. Formative assessments are the 'practices'. Formative assessments are **not** used on report cards.

Summative Assessments

Each module will conclude with a summative assessment of learning. These summative assessments are used for reporting student learning on their progress reports. Summative assessments may include an essay, a literary analysis, a project, a presentation, a video, a test, etc...

To continue with our sports analogy, summative assessments are the 'games'. This is where students demonstrate their best work based on the feedback and practice they had during each module.

HOW TO BE SUCCESSFUL IN THIS COURSE

Show up! Attendance matters. If you are present in class, you are going to be successful.

Participate. I carefully plan lessons that meet our curricular outcomes and will challenge you individually. When you participate and work hard you will improve your skills.

Read. Just read 😊

Do your homework. I will do my best to provide you with meaningful work, however it is up to you to complete it.

Stay up-to-date and organized. Our class website will provide you with weekly updates and everything you need to be successful. Check it daily (Monday-Friday).

Ask for assistance. We all need a little help sometimes. Ask questions. Ask for help.

COURSE MARKS AND REQUIREMENTS

The course mark is broken down into four parts. The final mark is cumulative and the assignments during the second half of the course are weighted more heavily than those from the beginning of the course, reflecting students progress and improved skills. Every 2-3 weeks I will provide students with a print-out of their mark/missing assignments.

MARK BREAKDOWN

- Reading skills 30%
- Writing skills 30%
- Speaking and collaborating skills 20%
- Final Exam 20%

