

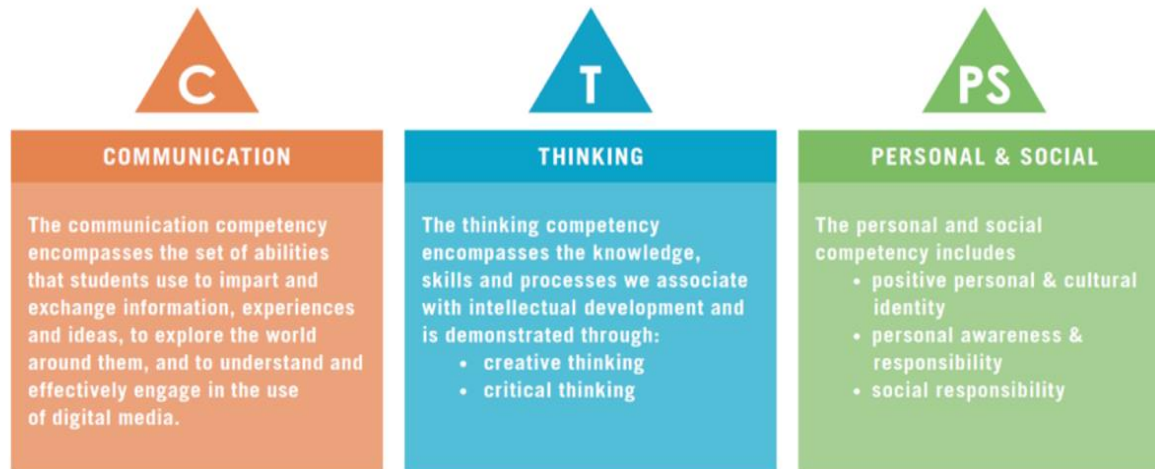
# ENGLISH STUDIES 12 COURSE OUTLINE

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English 12 is a course designed to strengthen and enhance your literacy (reading, writing, listening, speaking) and critical thinking skills through the exploration of diverse texts and the ideas presented therein.

Please note that **successful completion of this course is required for graduation** as well as completion of both Literacy 10 and Literacy 12 assessments created by the BC Ministry of Education.

## CORE COMPETENCIES



## CLASS CONTRACT

By staying in this class, you are choosing to be physically and mentally present. This means you will show up and show up on time, and while you are here you will contribute to the class to create a positive learning environment. Let's be open-minded and embrace the opportunity to hear various perspectives, let's encourage each other and take on challenges together, let's work as a team to achieve our individual goals.

All of this starts with trust and respect; by staying in this class, you are choosing to be a person we can all trust and respect.

## BIG IDEAS

Language shapes ideas and influences others.

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Digital citizenship requires both knowledge of digital technology and awareness of its impact on individuals and society.

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

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 build understanding of Canadians' responsibilities in relation to reconciliation

## CURRICULAR COMPETENCIES

COMPREHEND AND CONNECT	CREATE AND COMMUNICATE
<ul style="list-style-type: none"> <li>• Read for enjoyment and to achieve personal goals</li> <li>• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Recognize and understand the diversity within and across First Peoples societies as represented in texts</li> <li>• Recognize and influence of land/place in First Peoples and other Canadian texts</li> <li>• Use information for diverse purposes and from a variety of sources</li> <li>• Evaluate the relevance, accuracy, and reliability of texts</li> <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>• Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</li> <li>• Appreciate and understand how language constructs personal, social, and cultural identities</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Evaluate how literary elements and new media techniques and devices enhance and shape meaning and impact</li> <li>• Recognize an increasing range of text structures and how they contribute to meaning</li> <li>• Identify bias, contradictions, distortions, and omissions</li> </ul>	<ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes</li> <li>• Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences</li> <li>• Express and support an opinion with evidence</li> <li>• Assess and refine texts to improve clarity, effectiveness, and impact</li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use acknowledgements and citations to recognize intellectual property rights</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> </ul>

## ASSESSMENT

**Formative Assessment:** The purpose of this type of assessment is to help students understand how they could improve their learning. In order to improve, it is expected that students will use the feedback they receive to address three questions:

Where am I now with my learning? → Where am I going/where do I want to be? → How am I going to get there?

**Summative Assessment:** The purpose of this type of assessment is to determine students' level of achievement in relation to the learning standards. These assessments will be used to determine report card marks:

GRADE	PROFICIENCY SCALE	LEVEL OF STUDENT UNDERSTANDING
A (86-100)	Extending	The student demonstrates excellent or outstanding performance in relation to the curricular competencies.
B (73-85)	Proficient	The student demonstrates very good performance in relation to the curricular competencies.
C+ (67-72)	Developing	The student demonstrates good performance in relation to the curricular competencies.
C (60-66)	Emerging + / Developing -	The student demonstrates satisfactory performance in relation to the curricular competencies.
C- (50-59)	Emerging	The student demonstrates minimally acceptable performance in relation to the curricular competencies.
I (0-49)	In progress/ Incomplete / Insufficient evidence	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the curricular competencies. This is used while the course is still in progress.
F (0-49)	Fail	The student has not demonstrated minimally acceptable performance in relation to the curricular competencies. This is used at the end of the course.