

## Welcome to English Studies 12

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Room C206

*“Whoever fights monsters should see to it that in the process he does not become a monster. And if you gaze long enough into an abyss, the abyss will gaze back into you.” — Friedrich Nietzsche*

English Studies 12 is a course intended to strengthen and develop your literacy (reading, listening, viewing, writing, speaking, representing) and critical thinking skills through diverse texts and perspectives and ideas presented therein. In this course, we will be using the theme of monsters to analyze a variety of literature. **Successful completion of this course is required for graduation.**

### CORE COMPETENCIES



## BIG IDEAS

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, geographically, and historically constructed.

Language shapes ideas and influences others.

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**.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Read for enjoyment and to achieve personal goals</li> <li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Recognize the diversity within and across First Peoples societies as represented in texts</li> <li>• Recognize the influence of <b>land/place</b> in First Peoples and other Canadian texts</li> <li>• Use information for diverse purposes and from a variety of sources</li> <li>• Evaluate the <b>relevance</b>, accuracy, and <b>reliability</b> of texts</li> <li>• Select and apply appropriate <b>strategies</b> in a variety of contexts to comprehend written, oral, visual, and <b>multimodal texts</b>, to guide inquiry, and to extend thinking</li> <li>• Understand and appreciate how different <b>forms, formats, structures, and features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Reconciliation in Canada</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• <b>form, function, and genre</b> of texts</li> <li>• elements of visual/graphic texts</li> <li>• <b>narrative structures found in First Peoples texts</b></li> <li>• <b>protocols related to the ownership of First Peoples oral texts</b></li> <li>• the legal status of <b>First Peoples oral tradition</b> in Canada</li> </ul>

<ul style="list-style-type: none"> <li>• Recognize and <b>identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors</b></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, 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> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Respectfully exchange ideas and viewpoints</b> from diverse perspectives to build shared understanding and extend thinking</li> <li>• Respond to text in personal, creative, and critical ways</li> <li>• Demonstrate appropriate <b>speaking</b> and <b>listening skills</b> in a variety of formal and informal <b>contexts</b> for a <b>range of purposes</b></li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful texts for a variety of purposes and <b>audiences</b></li> <li>• Express and support an opinion with evidence</li> <li>• Assess and <b>refine texts to improve their clarity, effectiveness, and impact</b></li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use <b>acknowledgements and citations</b> to recognize intellectual property rights</li> <li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li> </ul>	<p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> <li>• presentation techniques</li> <li>• multimodal reading strategies</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>elements of style</b></li> <li>• <b>usage and conventions</b></li> <li>• citation techniques</li> <li>• <b>literary elements and devices</b></li> </ul>
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## ASSESSMENT

<i>FORMATIVE ASSESSMENT</i>	<i>SUMMATIVE ASSESSMENT</i>
<p>Students will receive descriptive and constructive feedback that has no numerical or letter grade attached. The purpose of formative assessment is to help students understand how they can grow in their learning. To improve, it is expected students will use this feedback to consider the following:</p> <ul style="list-style-type: none"> <li>• Where am I currently at in my learning?</li> <li>• Where am I going?</li> <li>• How am I going to get there?</li> </ul> <p>Examples of formative assessment: participation, homework, smaller assignments, minor group work, quizzes, etc</p>	<p>Students will receive feedback that has a numerical or letter grade attached. The purpose of this type of assessment is to determine students' levels of achievement throughout the duration of the course in relation to the ENG 12 learning standards. These marks will be used to determine marks for each formal reporting period.</p> <p>Examples of summative assessment: orals/presentations, formal and informal essays, projects, tests, etc</p>

**Please note that during the interim and final grade, formative assessment may inform these marks.**

GRADE	PROFICIENCY	LEVEL OF STUDENT UNDERSTANDING
A (86-100)	Extending	The student demonstrates excellent or outstanding performance in relation to curricular competencies.
B (73-85)	Proficient	The student demonstrates very good performance in relation to curricular competencies.
C+ (67-72)	Developing/Proficient	The student demonstrates good performance in relation to curricular competencies.
C (60-66)	Emerging/Developing	The student demonstrates satisfactory performance in relation to curricular competencies.
C- (50-59)	Emerging	The student demonstrates minimally acceptable performance in relation to 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 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 curricular competencies. This is used at the end of the course.

## EXPECTATIONS

**Plagiarism** is when you take ideas/content/work that are not yours and present them as your own. This includes using ChatGPT, Snapchat AI, Wikipedia, other websites, etc. At times, we may use these devices as tools in class (example, for a writing workshop or researching an idea), but they should not be used outside of class time and/or without consent from me.

As well...



***On Phones:*** no phones/airpods during lessons, otherwise it can be a tool with permission



***On Lateness:*** if it becomes a regular occurrence, we will talk (just let me know if it will happen!)



***On Missing Work:*** after a certain period, I will not accept missing/late work, so try to hand it in on time or talk to me



***On Behaviour:*** this is a safe space, so please be respectful to one another (I do not tolerate disrespectful behaviour or language) Be inclusive



***On Washrooms:*** two people at a time (5 minutes) and please sign-out before leaving (repeated failure to respect these rules will result in temp. or perm. restrictions)