



English 12 Communication Plan 2019-2020

Semester 2

Teacher: Mr. Doué



Website

Google Classroom

ENGLISH 12 COURSE DESCRIPTION AND EXPECTATIONS

The English Language Arts 12 program will provide you with a variety of learning opportunities to improve learning skills, personal development, and responsibility in addition to the skills necessary for success in other courses.

As your teacher I will strive to create *daily* opportunities for you to read, write, think, and speak with each other and myself as we explore the possibilities of the written and spoken word. I will offer you opportunities to achieve the learning outcomes with a focus on helping you become more effective readers, writers, and speakers.

You will be expected to show evidence of your learning **every day**. This means reading, thinking, note-making, writing, and conversation each and every day. It does not mean frequent consultation of a cell-phone.

As an English 12 student you will be doing a significant amount of reading and writing. Daily homework is an expected component of this course. Reading and review should be a daily habit. You will always have something you can work on at home.

Three Strands of English 12

READING

We will be exploring the strategies we use as we read so we can sharpen these skills and get the most out of what we read, as well as learn ways to use note making and annotation to understand texts for academic purposes.

We will do this through a variety of text types, both assigned and self-selected.

You should come to class every day prepared to read

WRITING

We will look at writing as a craft-- an art and process we learn to do well through practice, reflection, and sharing.

We will write for a variety of purposes, including writing as a way to develop improved writing skills and to interact with texts.

We will focus on learning how to write about literature in a way that demonstrates your personal and critical

SPEAKING & LISTENING

This aspect of English 11 will encourage you to become an effective listener and to recognize both what people are saying as well as how they say it, and how that combination impacts the message they communicate.

You will also learn to speak more effectively in both formal and informal situations. This includes class discussions and interactions presentations,

independently.

insights.

performances, and other classroom activities.

All students are expected to develop their skills in all areas of English 12 including areas of difficulty but there will be chances for you to excel in your areas of strength. My goal is to offer you lots of support to help you grow as readers, writers, thinkers and speakers.

- Throughout this course, students will be exposed to a variety of literary genres such as short stories, examples of non-fiction, novels, and works of drama. Students are encouraged to read newspapers, magazine articles, journals, and other forms of writing that are of interest to them.
- Much of the writing in English 12 will be started in class and completed at home. Use of word processors is mandatory for all final drafts. Students will sometimes be expected to read their written work in class and to be able to discuss and/or defend their conclusions and opinions.
- The English 12 classroom is a cooperative and collaborative environment where students are expected to learn independently and cooperatively.

Daily Class Requirements

- A binder for your English notes and hand-outs. You will also need a soft-cover scribbler. (The Dollar Store for good deals)
- Lots of loose leaf.
- Pens/pencils –hand-written work being assessed should be written in pen!
- A USB memory stick/thumb drive. (4 GB should be plenty)
- Student webmail account, password for school computer network, Google classroom code.
- Always bring your current text/classwork to class.
- A positive and enthusiastic attitude! A sense of humour will also help!
- Ignore electronic devices like cell phones, texting, earbuds, mp3 players, and pay attention to the instructor and class instruction.

Student Assessment and Evaluation:

This course will involve multiple modes of instruction and assessment. To ensure every student has the opportunity to meet the learning outcomes, students will be provided with various learning and assessment alternatives throughout the semester.

Student Assessment and Evaluation:

Throughout English 11 students will be afforded the opportunity to demonstrate in a number of ways their ability to achieve the six outcomes set out in the guide: reading, listening, viewing, speaking, writing, and other ways of representing. Throughout the semester students will strive to become more sophisticated and critical thinkers and communicators by participating in several types of learning experience and a range of writing opportunities (formal/informal essays, short stories, opinion pieces, poetry, reports, projects, etc.).

Student progress will be evaluated through a series of assessments based on the outcomes set out in the ELA Guide. A variety of approaches – teacher directed, independent, partner and small groups – will be used. Creative and effective use of language is an integral aspect of all exercises. Student assessment and evaluation will be on going, as well as on major projects, in-class and take-home assignments, tests and quizzes, and oral presentations.

Units of Study:

- Short Stories
- Shakespearean play
- Novel Study
- Independent novel study
- Essay writing
- Media

Student Learning Assessments Tools:

- In class assignments
- Assignments
- Essays
- Quizzes
- Tests
- Projects
- Presentations
- Exam

Please note: The semester’s work for students is worth 70%. Report cards home before exams are a “snapshot” of students’ progress. The Final Exam is worth 30%. All students must write the final exam; there are no exemptions.

Purpose of Evaluation:

The purpose of evaluating student work is to determine that they are successfully meeting the provincial outcomes mandated by the Province of Nova Scotia. It is important for students to actively participate in the learning process, and actively engage in all activities provided for them to enable their instructor to assess their progress in achieving the learning outcomes.

Methods of Evaluation:

There are a variety of methods in students will be evaluated based on their progress towards achieving the specific learning outcomes. These methods include but are not limited to: 1. Homework Assignments 2. Tests 3. Quizzes 4. Presentations (formal and informal) 5. Observations 6. Projects (group and individual) 7. Written analysis 8. Essays 9. In-class assignments

Methods of Communicating Student Learning:

Students learning is communicated to students and parents, but not limited to, Power school™, phone calls, and e-mails.

Assessment and Evaluation Philosophy:

It is important for an instructor to be able to ascertain if a student is successfully meeting the outcomes of English. It is important that students employ maximum effort to demonstrate what they know and are able to do. Assessment comes in two essential forms, formative and summative. Formative assessment is an informal ongoing process, and is useful by providing students with practice, and repetition in order to solidify skills taught. Students may explore without risk the learning activities in which they excel, and activities in which they must dedicate more time and practice. Although this assessment is not counted towards a grade, it provides a foundation upon which both instructor and students are able to reflect on how, and when a summative assessment will occur. In short, it informs instruction, and learning for all involved. Summative assessment takes those formative “building blocks” and requires students to demonstrate what they know and are able to do. It is reported as a formal grade (for example in power school) and reflects student’s progress toward achieving the provincial outcomes. It is

expected that students actively participate, and engage in formative assessment to maximize their grade during a summative assessment.

Evaluation Procedures:

70% - assignments, homework, projects, in-class assignments, tests assigned over the duration of the course. Continuous evaluation to be completed in class. 30%- Final examination. Final Mark - 100%

Please note: The year's work for students is worth 70%. Report cards home before exams are a "snapshot" of students' progress. Your Final Exam is worth 30%. All students must write the final exam; there are no exemptions.

Classroom Expectations: PLAN TO LEARN AND PLAN TO HELP OTHERS LEARN

You will be expected to abide by the student code of conduct in this course. You will adhere to school policies regarding attendance, electronic devices and assessment as included in your student handbook/agenda and school website. Please review these carefully!

Quick hints:

1. No electronic devices are allowed. If I see you using them (not necessarily meaning that I see the device), you are obligated to turn it in and have your parent/guardian pick it up at the main office.
2. Only bottled water is permitted in class. Water bottles should be purchased or filled before, not during, class.
3. Your interactions with others and me should reflect the respect you desire to receive in return.
4. You will be using technology. Responsible and appropriate use is required at all times.
5. Bathroom breaks should be requested with common sense in mind – frequent trips and daily requests should be accompanied by a Doctor's note.



Student Responsibilities:

1. You should register for a PowerSchool user ID so that you can monitor your attendance and marks online. These are available in real time, and although I may print marks and post them in class, they will change.
2. If you are absent, it is your responsibility to connect with me to make up any lost work regardless of the reason for your absence.
3. For those with an upcoming vacation:
 - you are responsible to make work up missed after you return; work packages will not be prepared in advance
 - you must arrange (prior to leaving) an alternate date to complete any test or quizzes you will miss while away
4. If for some reason you cannot meet the deadline for an assessment, you may only negotiate an extension in advance of the deadline. Extensions cannot be granted on due dates.

5. If you are absent with valid reason during a test or quiz, you must be prepared to write the quiz/test the FIRST DAY you return to class.
6. Refrain from using electronic devices such as cell-phones, and MP3 players. These are highly distracting, and could have an indirect negative impact on your grade by missing instruction of important material. Pay attention to the instructor.

Assignment Procedure:

A variety of assignments make up a major part of your grade. Assignments are due at the beginning of class on the due date. After this, acceptance of late work is up to my discretion. Have your work done on time! A legitimate absence from the entire school day is the rare exception to this policy; however, I would expect you to e-mail me an attachment of the assignment to prove that it has been completed by the due date. If you are in school for any part of the day, it is your responsibility to get your assignment to me or pass it in to the main office. I may not ask for papers after the due date. It is your responsibility to make sure I receive your assignments. Handouts are in the file folders at the back of class and on the Google classroom site/website.

If you are absent, assignments are due the next school day. This includes large long-term assignments.

YOU WILL ALWAYS BE GIVEN AMPLE TIME TO COMPLETE ASSIGNMENTS. YOU WILL HAVE DIFFICULTY WITH THIS COURSE IF YOU DO NOT COMPLETE ASSIGNMENTS AND HAND THEM IN ON TIME. ASSIGNMENTS NOT COMPLETED WILL AFFECT YOUR OVERALL MARK.

Students at the grade 12 level are responsible for being organized and completing and submitting all homework and assignments on time. I post all projects and due dates prominently on the whiteboard at the front of class and in our Google Classroom. For additional resources students can go to **mrdouestudentsite.weebly.com**.

Assignment Format:

- UNLESS YOU ARE DIRECTED TO DO OTHERWISE, ALL ASSIGNMENTS MUST BE WORD-PROCESSED AND DOUBLE SPACED. I would also ask the students' in-class work be double-spaced.
- You will be expected to word process all homework assignments and follow the prescribed format given for the assignment.
- I will be expecting a paper copy of all assignments. You can print at school if you are having printer problems at home, but remember that many others will be ahead of you in a potentially long line. Count on YOU.
- Include a correctly formatted cover page for all assignments.
- Presentations must be "ready to go" on their assigned day. A mark of 0% will be given to students who elect not to make their scheduled presentation. Problems concerning completion of the work for these assignments should be worked out at least a week in advance, and most certainly NOT on the scheduled day.

Electronic Assignments:

- If you are unable to print an assignment and get it to me on the required due date, I expect that you will send the assignment to me via e-mail (doueb@gnspes.ca)
- You are still required to provide me with a paper copy of your assignment. I will not mark electronic versions of assignments. The e-mailed attachment simply proves that you have completed the assignment on time.
- If I do not receive a paper copy on the day assigned, or the new negotiated date, the assignment will receive 0%. This will impact directly your summative evaluation.

English 12 is an academic course intended for students whose goals include post-secondary study. This course strives to meet the outcomes prescribed by the Public School Program (PSP) for Nova Scotia. Specific curriculum outcomes are available on mine or the school web-site.

- The student web-site is a useful resource for this course. It is linked to the school web-site. You should print a copy of the M.L.A. writing guide.
- My e-mail address is doueb@gnspe.ca
- Make sure you have a username, password, and IMP e-mail access and your Google Classroom Access Code.

Attendance Policy:

Please refer to Sydney Academy’s attendance policy, detailed on the school web site. Regardless of the reason for your absence, it is 100% up to the student to make up missed work. This means getting the notes and assignments from the previous day and arriving back in class prepared. Classwork is posted on Google Classroom. Absences are usually not a legitimate excuse for being unprepared. A parent/guardian must call the school to excuse your absence [902-562-5464]. Students are not expected to leave class other than for water, washroom, being called by an administrator/guidance, or medical emergency. Student must **be aware of the tardy policy for our school.**

A note on plagiarism:

Academic fraud occurs when a person borrows the intellectual property of another individual such as information or data from books, magazines, newspapers, the Internet, music or educational disks or audio/visual disks and does not give them the appropriate credit they deserve as resources. Careers have been ruined over this sort of thing and it is considered a form of stealing. To avoid academic fraud (plagiarism) document your sources. As Diane Hacker in *A Canadian Style Manual* suggests, “you must cite all quotations, summaries, and paraphrases as well as any facts or ideas that are not common knowledge. In addition, you must be careful to put quotation marks and to express all paraphrases and summaries in your own words.” (138).

The consequences for academic fraud are as follows:

1. The work will not receive a mark. The student may get another chance to demonstrate the skills/outcomes expected from the assignment.
2. The student may be referred to the Principal for subsequent disciplinary action, at the principal’s discretion.

I have read the above policies and expectations for this course. I understand my responsibilities.

Student’s signature _____
DATE _____

Parent’s signature _____
DATE _____

Parents/Guardians: The easiest way to contact me is via e-mail (doueb@gnspe.ca), but I can be reached at 902-564-5464. If you send me an e-mail with your name and contact information (phone numbers) I will save it so that I also have an easy mode of communication if I need to contact you about any school related matter.

English 12 - Outcomes - Overall Expectations

Students will:

- communicate information and ideas effectively and clearly, and to respond personally and critically
- interact with sensitivity and respect, considering the situation, audience, and purpose
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts
- respond critically to a range of texts, applying their understanding of language, form, and genre

Specific Expectations

Students will:

- ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
- articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
- reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and nonverbal messages that produce powerful communication
- use the cueing systems and a variety of strategies to construct meaning in reading and viewing
- complex and sophisticated print and media texts
- articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks
- access, select, and research, in systematic ways, specific information to meet personal and individual learning needs
- use the electronic network and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter
- evaluate their research processes
- make informed personal responses to increasingly challenging print and media texts and reflect on their responses
- make connections between their own values, beliefs, and cultures and those reflected in literary and media texts
- analyze thematic connections among texts and articulate an understanding of the universality of many themes
- demonstrate a willingness to explore diverse perspectives to develop or modify their points of view
- articulate and justify points of view about texts and text elements
- interpret ambiguities in complex and sophisticated texts
- critically evaluate the information they access
- respond critically to complex and sophisticated texts
- examine how texts work to reveal and produce ideologies, identities, and positions

- examine how media texts construct notions of roles, behaviour, culture, and reality
- examine how textual features help a reader and viewer to create meaning of the texts