

REDEEMER CHRISTIAN HIGH

ENGLISH 4 College
Mrs. Lendore

2017-2018
Semester 1

Welcome to English 4C! In this course, we'll be writing, listening, reading and working on other communication skills. Works from various time periods, countries and cultures will be analysed and reports and essays will be written. Opportunity will be given to present information and ideas that are of individual interest, particularly relating to career options. Discerning the viewpoint of authors and comparing them to a Biblical perspective will be an important focus.

Overall Curriculum Expectations

Oral Communication

By the end of this course, students will:

1. Listen to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speak to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflect on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading and Literature Studies

By the end of this course, students will:

1. Read for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;
2. Understand Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Read With Fluency: use knowledge of words and cueing systems to read fluently;
4. Reflect on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

By the end of this course, students will:

1. **Develop and Organize Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Use Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Apply Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflect on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Studies

By the end of this course, students will:

1. **Understand Media Texts:** demonstrate an understanding of a variety of media texts;
2. **Understand Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. **Create Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. **Reflect on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Additional Redeemer Expectations

- discern the author's viewpoint and understand the Biblical perspective

ASSESSMENT AND EVALUATION

Assessment As, Of, and For Learning

- Assessment *FOR* learning are activities that help you learn course concepts while also informing you and your teacher of how you are progressing in the course – without counting towards your final grade (homework, quiz, observation/discussion, worksheet...).
- Assessment *AS* learning are activities that cause you to reflect on your own (or someone else's) learning, and to act on your thinking to improve your learning (self and peer assessment, journal, quizzes, rough copies...).
- Assessment *OF* learning is the course work that demonstrates formally what you have learned in the course. This is evaluated by your teacher and will make up 70% of your final grade. (tests, presentations, creative pieces...) Your final exam will be worth 30% and consists of a written exam.

Student work will be assessed and evaluated in the following categories:

Knowledge and Understanding	25%
Thinking and Inquiry	20%
Communication	25%
Application	30%

Unit Titles and Hours

Units	Time Frame (totals 110 hours)
1. Poetry: Shakespeare to Cohen	15 hours
2. Novel: <i>The Old Man and the Sea</i>	15 hours
3. Short Stories	15 hours
4. Short Stories: Alan Paton	10 hours
4. Play: <i>Hamlet</i>	15 hours
5. Essay	15 hours
6. Film Studies	20 hours
7. Review and Exam	5 hours

EXPECTATIONS AND CLASSROOM ROUTINES

1. Each student will have an agenda and a separate binder for this course in class each day, along with required texts and materials.
2. Students will be in their seats and ready to start (quiet, books open and homework on corner of desk) before the bell rings.
3. Absences and Late Assignments

Talk to the teacher if you know you will be away for a test or wish to negotiate an extension on an assignment. **Tests missed due to illegitimate absence (skipping) will be recorded as zero.** Tests missed due to legitimate absence will be written on the return of the student **during class in Room 214.**

Paper copies of assignments are due at the **beginning of class** on their **due date**. Late assignments will be deducted 10% per day and the student will be assigned to Study Hall until complete. Progress reports and/or phone calls home may happen regarding late assignments.

4. Most classes will begin with writing about a topic which will be on the whiteboard. Following the writing, there will be literacy sessions for approximately 15 minutes. The schedule is as follows:

Monday	Journal
Tuesday	USSR (Uninterrupted Sustained Silent Reading)
Wednesday	Writing/revising
Thursday	USSR
Friday	Reading Friday pieces

5. On **Thursday, December 14 and Friday, December 15**, there will be a coffeehouse with all senior English students. Along with all the other grade 11 and 12 students, you will be reading one piece of your writing at the event.
6. Beginning on **Friday, September 22** and continuing on every other Friday, class will involve a number of students presenting material which they have prepared about a topic of interest to them. There may be two or three presentations per student, depending on the number of students in the class.

The **first presentation** must be related to a possible career choice.

Subsequent presentations may be on any topic approved by the teacher and may include any of the following:

- (a) Scripture reading or memorization: Choose something that is especially meaningful to you and perhaps share why it is so. Make this an opportunity for learning. Don't do

something you've worked on before.

- (b) Poem reading or memorization: Again, choose something new. You may use your own poetry.
- (c) Reading: Articles from magazines, newspapers and excerpts from books. You must practice your reading beforehand.
- (d) Arts: This category includes visual arts, dance, drama and music and may include your work and/or the work of others.
- (e) Media products: Video clips, advertisements, movie reviews would be some examples that fit in this group.
- (f) Any other good idea that occurs to you. Let's talk about it.

A copy of the schedule is attached and there will also be one on the bulletin board adjacent to the classroom door. Please list your category next to your name on the schedule on **the Monday prior to your turn**. Please give me an outline of what you will do and a copy of the poem or reading or whatever on the Wednesday **before** presentation .

7. **Work Completion:** You are responsible for providing evidence of your achievement of the overall expectations of this course according to the required form and within the time frame specified for each assignment. **Assignments that do not meet the requirements will have marks deducted or will be returned to the student for proper completion**
8. **Dismissal:** The teacher dismisses the class, not the bell. Please stay in your seat and listening until the teacher indicates that you may leave.
9. **Learning Skills and Work Habits:** You will be assessed in class in terms of Learning Skills and Work Habits. An outline of the areas in which you will be given feedback in class and on your report card is attached.

<ul style="list-style-type: none"> • Learning Skills and Work Habits 	<ul style="list-style-type: none"> • Sample Behaviours
<ul style="list-style-type: none"> • Responsibility 	<p>The student:</p> <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
<ul style="list-style-type: none"> • Organization 	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
<ul style="list-style-type: none"> • Independent Work 	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
<ul style="list-style-type: none"> • Collaboration 	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals;

	<ul style="list-style-type: none"> • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
<ul style="list-style-type: none"> • Initiative 	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
<ul style="list-style-type: none"> • Self-regulation 	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

COFFEESHOP SCHEDULE

English 12

Date	Student	Type of presentation (specific topic due on Monday; outline on Wednesday)
September 29	Caralynn, Devon, Lauren C., Jason, Leah	Career-related
October 13	Marianna, Karine, Collin, Courtney, Dina	Career-related
November 3	Reuben, Erika, Marysia, Alex, Nicolette	Career-related
November 17	Aiden, Michelle(Career) Caralynn, Devon, Lauren	Various topics
December 1	Jason, Leah, Marianna, Karine, Collin	Various
Wed., Dec. 20	Courtney, Dina, Reuben, Erika, Nicolette	Various
January 5	Marysia, Alex, Aiden, Michelle	Various

Refreshments will be provided by the teacher for the first coffeeshop. Subsequently, the people who presented the previous time will provide refreshments and clean up.