

Mrs. Lendore

INTRODUCTION

Language is a wonderful gift from God to human beings. In this course, we will develop the gifts of literacy, critical thinking and communication skills with the aim to understand God, others and ourselves more fully.

Studies in literature will focus on texts and literary works as a reflection of society. Since the author's world-and-life view is reflected in his writing, it is important that we evaluate what is being communicated through prose and poetry, and that we learn to appreciate that in these writings the authors are revealing their own beliefs and perspectives. Students will learn to compare the author's viewpoint with their own and to understand the perspective shown in the Bible.

OVERALL EXPECTATIONS

ORAL COMMUNICATION

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting 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. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting 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. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying 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. Reflecting 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. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
2. Understanding 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. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. Reflecting 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.

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 (eg. self and peer assessment) 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 (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. (conversations, observations, tests, presentations, creative pieces and the like). The final evaluation (30%) will consist of a written exam (20%) and a debate (10%).

Evidence of student achievement for evaluation is collected over time from three different sources- observation, conversation and student products.

UNITS OF STUDY

Unit #	Unit Title	Assessment as and for Learning//Assessment of Learning	Hours
1.	Poetry	pre-writing exercises, rough drafts, revised rough drafts, small group reading// class reading, polished poems on paper, Poetry Café reading	15
2.	Novel Study: <i>All Quiet on the Western Front</i>	quizzes and discussion// test //War Museum or Veteran visit report/ poem	17.5
3.	Short Stories	group and class discussion of answers to questions from question sheets completed individually// group presentation, test	15
4.	Novel Study: <i>My Name is Asher Lev</i>	author notes, quizzes// visual presentation on Hasidism/ summary sketches/ test	17.5
5.	Play: <i>Quiet in the Land</i>	in-class reading , quizzes// scene presentation, test	15
6.	Thinking/Debates	submission of research and notes// debate	15
7.	Essay	rough and revised rough drafts// final essay	10
8.	Examination	Review and exam	5

EXPECTATIONS AND CLASSROOM ROUTINES

1. Each student will have a separate binder for this course and a student planner for overall school planning with them in class every day.
2. Students will be in their seats and ready to start 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 lunch or after school.
 - **Paper copies** of assignments are due **on my desk** at the **beginning of class** on their **due date**. Late assignments may be deducted 10% per day and the student will be assigned to Study Hall until the assignment is completed.
4. Each day of the week we will have literacy sessions for approximately 15 minutes. The schedule is as follows:

Monday	Journal
Tuesday	Silent Reading
Wednesday	Language work
Thursday	Silent Reading
Friday	Reading Friday pieces to the class

Reading material for USSR must be a novel. (No magazines, newspapers or textbooks.) Be prepared to share with the teacher (and the class, if requested), what you are reading.
5. In December, there will be a coffeehouse with all senior English students. Along with all the other students, you will be reading one piece of your writing at the event.
6. **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**
7. **Dismissal:** The teacher dismisses the class, not the bell. Please stay in your seat and listening until the teacher indicates that you may leave.
8. **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;• 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.
---	--