



## English Studies 12

English Studies 12 provides the opportunity for students to read and discuss a variety of literary genres (novel, short story, poetry, and drama). Students will refine their writing skills, use MLA (Modern Language Association) style, thoughtfully assess literature to develop a sense of their perspective and interpretation, use appropriate in-text citations from the text, and aim for concise persuasive writing.

English Studies 12 is scheduled in a semester schedule. Each class meets every day of the semester. Please manage your class and homework time.

### BC Redesigned Curricular Content

Students are expected to know the following:

- Text forms (narrative, journal, expository...) and genres (adventure, fable, mystery, memoir...)
- Text features and structures
  1. form, function (purpose), and genre of texts
  2. elements of visual/graphic texts
  3. narrative structures found in First Peoples texts (circular, iterative, cyclical)
  4. protocols related to the ownership of First Peoples oral texts (when and who can share them...)
- Strategies and processes
  1. reading strategies (predicting, inferring, questioning...)
  2. oral language strategies (speaking with expression, asking questions...)
  3. metacognitive strategies (thinking about one's own thinking, reflecting on one's processes...)
  4. writing processes (determining audience and purpose, generating and gathering ideas...)
  5. design processes
- Language feature, structures, and conventions
  1. elements of style (diction, vocabulary, sentence structure, tone)
  2. usage and conventions (spelling, punctuation, capitalization, quoting)
  3. citation techniques
  4. literary elements and devices (literary and figurative language)
  5. literal meaning and inferential meaning

Bring these materials to every class:

**Laptop/charger:** Ensure your device is charged and functional prior to class. Bring your device as you would your binder.

**Binder/writing tools:** Organization is key! You are expected to have a binder with dividing tabs to store your handouts and work. You will also need various writing tools: pencils, pens, highlighters, and lined paper for reading/writing activities.

**Journal:** Good writers practice their craft often. You need a notebook (*separate* from your binder) for creative/free writing exercises. I recommend buying the "Ruled Exercise Books" used in elementary school. These usually run for roughly \$1.

**Silent reading book:** We will regularly begin class with silent reading. Choose a book that excites and interests you such as a mystery novel, a graphic text on aliens, or a memoir by your favourite athlete. You have choice over what you read – take advantage of that opportunity.

### Units

These are the essential questions for English Studies 12: Why are people "othered" or marginalized? How does our understanding of marginalization of people in the past inform our current perspective?

#### 1. Communicating using MLA writing style and reliable sources

MLA (Modern Language Association) is a writing style that provides a standard for students of language and literature. Reliable sources to use are for example CBC, CNN, and BBC.

#### 2. Non-fiction articles, poems, and short stories



English Studies 12 | Bryant-Taneda | Room 182 | jrbryant-taneda@sd35.bc.ca

These texts are short enough to read more than once. Understand how language, form (narrative, procedural, expository...), and figures of speech (simile, allusion...) affect meaning. Each reading, of a text, provides understanding of what is marginalization and how people are limited in their privilege.

3. Researching and participating in spoken word

Respectfully exchanging ideas allows students to experience diverse perspectives to extend thinking. Respond to text in a personal, critical, and creative way. Discuss informally and answer questions.

4. Narrative

Recognize and understand how different structures (organization of text), and features (font style, italics, images...), of text enhance and shape meaning.

5. Discerning Drama

Discern nuances in the meanings of words, considering geography as well as social, political, literary, and historical context.

6. Writing skills

Students learn to apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, extend thinking, and enrich writing. In their writing, students develop grammar and structure, practise subtle quote integration, manipulate vocabulary and sentence structure, and develop sophistication in punctuation usage.

7. Literary Circle Novel Study

Students read for enjoyment, collaborate with peers, and achieve personal goals.

Other areas selected for study and discussion will include those considered important in today's society, 21<sup>st</sup> C learning, as well as meaningful for students. Students will be challenged to relate English themes like “the other” to their use of language, spoken word, and their lives.

**Curriculum criteria**

Each student must demonstrate a proficiency in each of the seven (7) essential learning outcomes:

1. Understand and communicate the main ideas, events, or themes of a variety of literary genre, print material, and electronic media.
2. Draw reasoned conclusions by making connections among knowledge, experience, and new information obtained through a variety of media.
3. Generate, gather, and organize information and ideas, as well as analyze, evaluate, and critique a variety of communications.
4. Using the conventions of language, compose and create for specific audiences and purposes.
5. Revise and edit work to improve content, organization, and effect.
6. Interact purposefully and respectfully to explore ideas in a variety of situations.

**Assessment**

**Written work** will consist of multi-paragraph literary compositions and narrative papers.

Tests and quizzes reflect weekly work and may be based on the Grade 12 English Literacy Exam content.

**Assignments** come in the form of tests, questions, vocabulary, journals, and handouts.

| Grading Breakdown  |     |
|--|-----|
| Reading, speaking, listening, and viewing showing comprehension and interpretation                                 | 15% |
| Communication and collaboration  | 15% |
| Writing skills demonstrate and represent comprehension, inferences, language features, structures, and conventions | 70% |

**Absences:** Students who miss class work must arrange make up of work. A note explaining the reason for the absence is expected from a parent or guardian.



### Course connections to Langley Graduate Profile

This course connects to the Langley Graduate Profile in a number of ways.

#### Ethical and Respectful Citizens

The literature in this course focusses how people socialize with one another and the potential for social pressure. Students are shown the choices - good and evil - that characters have; students will understand how lack of respect can lead people to treat one another inhumanely.

#### Quality Contributors

Students often work in small groups sharing ideas and interacting with each other. Students are expected to contribute to group and class discussions in a courteous and respectful manner.

#### Self-Directed Individuals

Students are given the responsibility of choosing some of their own literature. Students are expected to adhere to deadlines and to plan their time wisely in completion of assignments.

#### Effective Thinkers

Students are encouraged to react personally and analytically to literature. Students will analyze and synthesize a variety of ideas and apply them to their own experiences.

#### Skilled and Knowledgeable Learners

Written communication skills are paramount in this course. English literary terms and research skills are reinforced in the completion of assignments.

### Plagiarism and Giving Credit

In contrast to giving credit through in-text citations and Works Cited, plagiarism - derived from the Latin word *plagiarius*, which means kidnapping or abducting - is when someone uses someone else's words and passes them off as their own. Plagiarism is a moral offence and may constitute copyright infringement. Acts of plagiarism are recorded with the WGSS departments. A student may receive a score of zero ("0") on the plagiarized work.

### Works Cited and Curriculum Resources

Annual research and participation in collegial reading and marking

Bard on the Beach Educational Resources: <https://bardonthebeach.org/education/schools/bard-in-the-classroom/>

Beskau, Rachel. English Studies 12 Curriculum. 2021.

Bryant-Taneda, Julia. English Studies 12 Curriculum. 2021.

Bryant-Taneda, Julia (website) <http://bryant-taneda.weebly.com/>

Google Scholar: <https://scholar.google.ca/>

Orwell, George. 1984, 1949.

Oxford. *The Oxford Shakespeare: The Taming of the Shrew*, 2002.

Wang, Isabella. *On Forgetting a Language*. 2019