**Grade 12 English Language Arts, Course Outline**

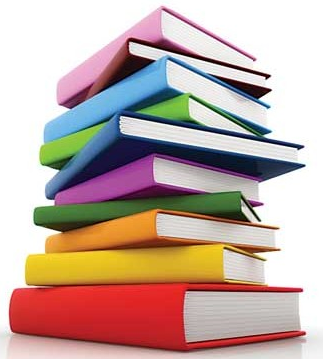
**Teacher:** Ms. B. Hammond

**Contact Information:** [bhammond@bpsd.mb.ca](mailto:bhammond@bpsd.mb.ca)

**Class Website:** www.mshammondsclass.weebly.com

**Remind 101 Info:** Phone Number: 204 800 4184 & Code: @ecf40s

**Period 3/4 Semester Two (February - June 2015) Room 206**

**Course Overview:** Welcome to Grade 12 English (comprehensive focus)! This course is designed to build upon the language arts abilities you’ve obtained in your previous 12 years (good for you!) as an English student. Over the next 5 months you will explore, develop, and enhance skills within each of the 6 strands of language arts: writing, reading, speaking, representing, viewing, and listening. To do this, you will be studying texts from a variety of forms and genres, and working with both pragmatic (50%) and aesthetic (50%) versions. **Since this course will be held in a computer lab, most assignments will be done digitally, so students will not need a binder. However, they will need an 8gb flash drive, pencil, pen, and eraser.**

**General ELA Outcomes:**

Students will listen, speak, read, write, view, and represent to…

1. Explore thoughts, ideas, feelings, and experiences
2. Comprehend and respond personally and critically to oral, print, and other media texts
3. Manage ideas and information
4. Enhance the clarity and artistry of communication
5. Celebrate and build community

\*For more information visit: *http://www.edu.gov.mb.ca/k12/cur/ela/curdoc.html*

**Assessment Guidelines:**

* **Assignments** are due at the beginning of class on the predetermined due date.
  + If this is a problem, you are expected to discuss this with me ahead of time.
* **Late assignments** will receive a zero until the assignment is handed in.
  + If assignments are often handed in late, a parent-teacher-student conference will occur.
  + Once a unit of study has been completed, you may not hand in assignments for that unit.
* **Plagiarized assignments** will receive a zero until the assignment is redone and resubmitted, and will warrant a serious discussion with Ms. Hammond, your parents, and possibly administration.
* **Bombed assignments** may be redone and resubmitted within a week of the original due date…as long as the original copy was submitted on the original due date. If you are willing to put in the effort, I am willing to help you succeed.
* **If you miss a class** or come in late, it is your responsibility to find out what you missed and access the materials. I will keep them archived on the class website.

**Classroom Rules & Expectations: All members** of the classroom will…

1. Commit to making the classroom a safe space. Therefore:
   1. All members of the classroom will **be respectful of the opinions, ideas, culture**, and overall person of other members of the classroom, whether they agree with them or not.
2. **Respect their classmates’ right to learn & work within a school environment.** Therefore:
   1. There will be no talking while the teacher is giving instruction to ensure that students receive complete and uncompromised instruction AND there will be no distracting behaviour to ensure that students have a work-conducive environment to work on their assignments
3. Will **put forth their best effort to hand in their best work by the end of the unit** in order to learn responsibility, stay organized, and avoid worrying their parents
4. **Use technology in a relevant and respectful manner.**
   1. Cell phones etc. can be an asset to the classroom when used academically; for this purpose ONLY will they be permitted in class (and NOT during instruction).
   2. **MUSIC:** Independent work = 1 earbud in, 1 earbud out; Instruction = 0 earbuds in, 2 earbuds out
5. **Respect other students’ right to read** by remaining silent during **independent reading time**. Silent Reading will take place for 10-15 minutes at the beginning of class on Mondays, Wednesdays,

and Fridays. You are expected to bring your independent reading book and begin reading as soon as you come to class on these days (unless otherwise specified by your teacher).

**Unit Descriptions**

Learning Portfolio (Ongoing) 05% of Course Grade

Students will record and reflect on their learning in the form of a digital portfolio. Assignments may include:

* Digital Learning Portfolio 100%

Independent Novel (Ongoing) 10% of Course Grade

Over the course of the semester students will be given the first 15 minutes of Monday/Wednesday/Friday’s classes to read independently. After they are finished reading, they will complete the following assignments:

* Book 1: Topical Presentation 50%
* Book 2: Topical Presentation 50%

Looking Back, Then Looking Ahead (~Feb. 6 – Mar. 10) 15% of Course Grade

In this introductory unit, students will write creatively to become re-acquainted with the writing variables, – especially audience – which they will encounter on their provincial exam. Assignments may include:

* Life List Poster 20%
* Toast to Classmate 20%
* Personal Essay 10%
* Advice Column Blog 20%
* Creative Non-Fiction Piece 30%

The Human Condition (~Mar. 13 – April 14) 15% of Course Grade

Students will explore what it means to be human in both past and present times, and in both Canada and the larger world through a novel study of Elie Wiesel’s *Night*, and other related texts. Assignments may include:

* Responding to Text Questions 50%
* Character Study 20%
* Symbolic Representation 20%
* “Defining a Good Person” Reflection 10%

The Rhetorical Question (~April 17 – May 19) 15% of Course Grade

The second unit of the term will focus on rhetoric that is designed to convince or persuade. Students will explore the language of persecution/defense, advertising, and change. Assignments may include:

* Defensive Statement 10%
* Rhetorical Essay 20%
* Recruitment Poster/Brochure 30%
* Persuasive Essay, Newspaper Spread or PSA 40%

Grade 12 Provincial ELA Exam (**May 29-June 1**) 30% of Course Grade

At the end of May, students will spend 4 days writing the Grade 12 Provincial ELA Exam. All reading and writing on the exam is based around a central theme. In preparation, they will spend 4 days writing a pilot exam from **March 13-16**, and complete 1 week of prep prior to the exam itself. Assignments include:

* Provincial Standards Exam 100%

Celebrations (~June 2 - June 16) 10% of Course Grade

Students will spend the 2-week duration after their exam writing and presenting graduation toasts to celebrate their own high school careers, as well as the careers of their peers. Assignments may include:

* Toasts to the Grad 100%



**Final Note for Students:** I look forward to getting to know you, and to teaching you one of my favorite subjects on the planet! I hope that you enjoy your last year of English as much as I did, back in the day. I want you to know that I am dedicated to helping you succeed in this class, and will do my very best to make myself available during noon hours and after school, should you need any assistance outside of class. If you are a social savant, extra-curricular extraordinaire, or plain ol’ workaholic, and you don’t have time to meet, DO NOT be afraid to shoot me an email or shoot up your hand in class. Best wishes heading into Grade 12 Comprehensive ELA – here’s to a fantastic semester!

**Final Note for Parents:** I look forward to working with your teen, and helping to explore his/her identity, dreams, and goals. Just as I welcome your son or daughter to be a part of the classroom community, I welcome you as well! I encourage you to call, email, or stop by the classroom as much as you like. If you have any questions, comments, or concerns – however large or small – please, do not hesitate to contact me.

**After BOTH you AND your parents have read through this course outline:**

1. Throw down your signatures!
2. Rip this sheet off the course outline!
3. Hand it in to me for a chance to win a SWEET PRIZE!

I have read the Grade 12 ELA course outline and am familiar with its contents. I have reviewed the classroom rules and expectations and am prepared to participate in a positive way according to these rules and expectations. I understand that this is a classroom contract and will try my best uphold it.

Date Read: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s signature(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any initial comments or concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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