

NEW MEDIA 11/12



Pattison High School

Winter Semester 2020 (January-April)

Ms. Subramaniam

Course Description

English 11 and 12 course modules expand your existing knowledge and skill, challenging you to use what you know with greater sophistication and precision. All elements of the redesigned English Language Arts program are built on two foundations:

Big Ideas – concepts that students will understand by the end of their studies

Core Competencies – skills that students will use throughout their lives.

The B.C. Ministry and Yukon Education have identified three **Core Competencies** that students will develop through the process of their education. These **Core Competencies** are *Communication*, *Thinking* (both Creative and Critical thinking), and *Personal and Social* (encompassing Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility).

There are five **Big Ideas** that drive the curriculum skills and materials in the English Language Arts program.

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| The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. | People understand text differently depending on their world views and perspectives. | Texts are socially, culturally, geographically, and historically constructed. | Language shapes ideas and influences others. | Digital citizens have rights and responsibilities in an increasingly globalized society. | Digital citizenship requires both knowledge of digital technology and awareness of its impact on individuals and society. |
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Course Goals

The goals of the course are broken down further – into **Curricular Competencies** (things students will need to be able to **do**) and **Content** (information that students will need to **know**).

The **Course Competencies** – the goals for what students will be able to **do** at the end of the course of study - are divided into two categories:

1. *Comprehend and Connect* = reading, listening and viewing texts and media, focus on being a savvy *consumer* of communication texts.

2. *Create and Communicate* = writing, speaking and representing ideas and information, focus on being an effective producer of communication texts.

Course Structure

The course may be a new format to students in several ways. There will be a focus on using **inquiry questions** in learning, and in having students co-create questions, criteria for assessments, and criteria for classroom expectations.

The course will require significant involvement on the part of the students.

The course will be focused around a theme, which will guide our process of developing inquiry questions, analyzing texts, producing texts, and working together as a classroom learning community.

The theme for this course relates to *The Power of Communication*.

To explore this theme and to develop and practice our questioning and communication skills, we will watch/read/look at and create (with an emphasis on written and oral presentation or communication):

- short stories, ➤ songs, ➤ images, ➤ novels, ➤ multimedia texts, ➤ presentations/talks ➤ poems,
- video and films, ➤ and scripts.

Assessment & Evaluation

Assessment: happens prior to and during the learning process. Teachers and students use the results and the feedback to improve ongoing work and achievement. This includes regular peer and self-assessment.

Evaluation: happens late in the learning process, to determine whether or not the student has successfully achieved mastery of a skill or has truly learned information.

Reporting: formal and informal reports communicate to students and their families the results of assessment and/or evaluation.

Assessment, evaluations and formal reporting are focused on descriptive feedback. Assessment activities will include but will not be limited to: reading out loud, formal written work, class discussions, quizzes, tests and exams, classroom activities, group work, practice work, performances and presentation.

Assessment will be completed using a variety of tools, including but not limited to: scales, rubrics, checklists and other formats using clearly communicated criteria that students know prior to being assessed or evaluated.

Students will be involved in the process through self and peer assessment.

Not every student learns the same way or at the same pace. The same learning target can be measured with more than one type of activity. There will be times when students will have some choice in how they show what they know and can do. Other times, they will have to complete required formats, even if this requires them to stretch out of their comfort zone, because it moves them into their zone of proximal learning.

Broad Course Content/Units

This course will include (but not be limited to) the following content:

Comprehension– Students will examine the different ways in which ideas and language are understood in a variety of contexts. This includes multimedia texts, written and oral texts, as well as digital content.

Thinking – Students will examine, inquire into, and employ various rhetorical devices. Students will build on and expand knowledge to produce seminar style collaborative projects, and reflect on their personal use of ethos, logos, and pathos.

Communication – Students look at how communication works in modern ways as compared to more traditional forms. Students also examine the evolution of language.

Personal and Cultural Identity – Students will look at First Peoples’ Oral Traditions and Principles of Learning, and how language builds meaning to form a part of personal and cultural identities.

Personal and Social Responsibility- Students inquire into a wide range of personal and social contexts, values and perspectives, based on gender and socio-economic factors. Students will create personal storyboards through a deeply reflective inquiry process, and present them to each other. Students will also reflect on selfdetermination and wellbeing.

Independent Novel Study – Students choose a novel to examine throughout the semester, and will engage in discussions and debates based on their chosen text. Students will also critique their novels through mini assignments that focus on summaries, themes, character development, and plot.

Differentiated Learning

This course has been designed with differentiated learning in mind, so as to accommodate the needs of a diverse student population. This includes learners from different cultural backgrounds, and grade levels. Grade 11 students and grade 12 students will receive different grading schemes to maximize the learning process, and where applicable, assignments with varying levels of difficulty.

Evaluation Scheme

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| Vocabulary quizzes/tests | Discussions | Essays | Multimedia projects | Midterm | Final |
| 5% | 10% | 25% | 15% | 20% | 25% |

Expectations:

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| Adhere to the <u>plagiarism policy</u> (see the handout from the first week of class) | <u>Contact your teacher</u> in case of questions or if help is needed, and <u>inform the advisors of absences.</u> | <u>Catch up</u> with missed work and <u>submit work on time</u> | Maintain a <u>respectful and safe classroom environment</u> for all, and <u>speak English</u> at all times | Adhere to the <u>food and drink policy</u> | Use technology <u>when directed</u> |
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For more information, please email Ms.Subramaniam at jyotsna.subramaniam@pattisonhighschool.ca, or visit Google Classroom.
