



English Studies 12

Course Outline

Course Overview

This course builds on and extends previous learning experiences in English Language Arts courses. It is designed for all students and provides them with opportunities to:

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understanding of what it means to be educated Canadian and global citizens

Course Content

1. **UNIT 1: Perspective** – Students will explore the provincial curriculum big idea *“People Understand Text Differently Depending On Their World Views and Perspectives.”*
2. **UNIT 2: Reconciliation** – Students will explore the provincial curriculum big idea *“The examination of First People’s cultures and lived experiences through text builds understanding of Canadians’ responsibilities in relation to reconciliation.”*
3. **UNIT 3: Story** – Students will explore the provincial curriculum big idea *“The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world and texts are socially, culturally, geographically, and historically constructed.”*

5. **UNIT 4: Dystopia Novel Study**– Students will explore the provincial curriculum big idea *“Language shapes ideas and influences others.”*
6. **UNIT 5: Media and Popular Culture** - Students will explore the provincial curriculum big idea *“Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.”*

Course Materials

1. Students will need access to the internet.
2. Students will need access to a video creation tool (eg: cell phone or built-in laptop camera).
3. Students will need a library card.
4. Students will need access to the following works:
 - *Persepolis* by Marjane Satrapi
 - *The Reason You Walk* by Wab Kinew
 - An approved dystopian novel

NOTE: If students have any trouble accessing the above works, EBUS will provide them.

Assessment Information

1. course work (formative assessment) 30%
2. projects and essays (summative assessment) 60%
3. Invigilated tests 10%

Invigilated Exams:

There are two invigilated tests in English 12. Invigilated exams need to be invigilated by an EBUS approved invigilator. Please contact your course teacher if you have questions or concerns about invigilated exams.

When students are not meeting the learning outcomes/ falling behind

When students fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the student’s home school may also occur to help determine a solution.

Students are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help students improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Students falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the student

may be assigned an F or withdrawn. Should they begin actively working in the course, the student may be given an alternate completion date.

Inactivity and Communication

Students are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor student participation, work submission and periods of inactivity in their courses. Students who have not accessed their course for a period of two weeks or longer will receive an online gentle reminder email to inquire about progress and reasons for inactivity; parents will also receive a copy of the email. Students who receive a reminder email must contact their teacher to communicate their intentions for the course, and any other information that will help support their learning. If a student has been inactive for a period of eight consecutive weeks or longer, has received three online reminders and has not responded to communications from their online teacher, the student may be withdrawn from the course.

Communication between students and teachers is important. EBUS Academy offers a flexible learning environment, and we understand that various circumstances can arise that prevent students from engaging in their courses. When students anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed.
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner.
- Communicate respectfully.
- Review weekly progress reports.

Reporting to Parents:

There are 4 term report cards that can be downloaded from the student dashboard. A notice will go out when these report cards are available.

The teacher will send out bi-weekly progress reports showing the student's progress. Progress reports are also available on-demand via the student's Moodle dashboard.

Contacting Your Teacher:

Your teacher will be available Monday to Friday during regular school hours. If you are having trouble with any concepts, please contact your teacher right away!

You can Moodle message, email, or phone your teacher with any questions you have.