EN 08

Porter Creek Secondary School
Semester 1 August 2018 – January 2019
Ms. Robin Carrey

Link to B.C. Ministry of Education Curriculum for this course

https://curriculum.gov.bc.ca/curriculum/english-language-arts/8

Course Description

English 08 is your first step into learning about the art of communication at the secondary level. 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** (https://curriculum.gov.bc.ca/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.

Language and **text** can be a source of creativity and joy.	Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.	People understand **text** differently depending on their worldviews and perspectives.	**Texts** are socially, culturally, and historically constructed.	Questioning what we hear, read, and view contributes to our ability to be **educated and engaged citizens.**

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 Competencie**s – 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 <u>students co-create questions, criteria for assessments, and criteria for classroom expectations</u>.

<u>The course will require significant involvement on the part of the students.</u>

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 *Personal Identity and Responsibility*.

To explore this theme and to develop and practice our questioning and communication skills, we will watch/read/look at and create:

- short stories,
- novels,
- poems,

- songs,
- multimedia texts,
- video and films,

- images,
- and scripts.

MORE INFO AVAILABLE AT MSCARREYSLEARNINGGATEWAY.COM

Assessment & Evaluation

Assessment: happens <u>prior</u> to and <u>during</u> the learning process. Teachers and students <u>use the results and the feedback to improve</u> ongoing work and achievement.

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

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

Note: formal *reports in grades 8 and 9 do not use percentage or letter grades.* As per the directives of Yukon Education and in concordance with the Ministry of Education in British Columbia, we will now provide early secondary students with evaluations and formal reporting focused on <u>descriptive feedback</u>. This means that report cards will ***NOT*** have letter grades (A, B, C, F) or percentage numbers on them.

Assessment activities will include but will not be limited to:

- Class discussions
- Reading activities
- Writing activities

- Multimedia / digital projects
- Quizzes

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.