

# Course Overview English Studies 12

B. Oertel

## Unit 1: Essay Writing (Expository Essay, Synthesis Essay)

Length: 2 Weeks

### Big Ideas: What students will UNDERSTAND

- exploration of text and story deepens our understanding of diverse, complex ideas The about identity, others and the world
- Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens
- Language shapes ideas and influences others

Curricular Competencies: What students will DO:	Concepts & Content: What students will KNOW
<ul style="list-style-type: none"><li>• Synthesize ideas from a variety of texts/sources</li><li>• Use the conventions of Canadian spelling, grammar and punctuation</li><li>• Use writing and design processes to plan, develop and create engaging and meaningful literary, imaginative and informational texts for a variety of purposes and audiences</li><li>• Recognize and appreciate how various forms, structures and features of texts reflect a variety of purposes, audiences and messages</li><li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</li></ul>	<ul style="list-style-type: none"><li>• Elements of fiction and non-fiction texts</li><li>• Literal and inferential meaning, bias</li><li>• Reading strategies<ul style="list-style-type: none"><li>- Recognize how language constructs personal, social and cultural identity</li><li>- Connecting, predicting, inferring, building vocabulary, questioning and summarizing, identifying big ideas</li></ul></li><li>• Writing processes:<ul style="list-style-type: none"><li>- rewriting, drafting, revising, editing</li><li>- Audience: Students expand their understanding of audience and refine evidence-based writing for academic and related audiences</li></ul></li></ul>

### Resources / References

- Essay writing worksheets
- Essay samples
- Essay rubrics

**Assessment**  
**Formative:**

- Essay marking rubric
  - Self – assessment
  - Peer – assessment
- Participation
- Group and Class discussion

**Summative:**

- Essay marking rubric

## Unit 2: Novel Study: Medicine Walk by Richard Wagamese

Length: 4 weeks

### Big Ideas: What students will UNDERSTAND

- Texts are socially, culturally, geographically and historically constructed.
- 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 worldviews and perspectives.
- Narrative texts teach us about human nature, behavior and experience. Stories can be oral, written or visual and used to instruct, inspire and entertain listeners and readers.
- Students will recognize and appreciate how various forms, structures and features of texts reflect a variety of purposes, audiences and messages.

<b>Curricular Competencies:</b> <b>What students will DO:</b>	<b>Concepts &amp; Content:</b> <b>What students will KNOW</b>
<ul style="list-style-type: none"> <li>• Connecting, predicting, inferring, building vocabulary, questioning, paraphrasing and identifying big ideas</li> <li>• Using writing and design processes to plan, develop and create meaningful and engaging literary, imaginative and informational texts for a variety of Purposes and audiences</li> <li>• Writing critical analysis and response paragraphs and essays</li> <li>• Demonstrating increasing vocabulary knowledge</li> <li>• Speaking and listening in pairs and groups</li> <li>• Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Literal and inferential meaning               <ul style="list-style-type: none"> <li>- Who is the writer?</li> <li>- Who is the speaker?</li> <li>- What is the writer's purpose in creating the text?</li> <li>- When and where was the text created?</li> </ul> </li> <li>• Reading strategies               <ul style="list-style-type: none"> <li>- Recognize how language constructs personal, social and cultural identity</li> <li>- connecting, predicting, inferring, building vocabulary, questioning, paraphrasing, summarizing and identifying big ideas</li> </ul> </li> <li>• Writing processes               <ul style="list-style-type: none"> <li>- Rewriting, drafting, revising, editing</li> <li>- Audience: Students expand their understanding of the range of audiences to include children, peers, academic and related audiences</li> </ul> </li> <li>• Know the benefits of reading (enjoyment, personal goals, increased vocabulary, expanded view of the world)</li> </ul>

- Recognize the diversity within and across First Peoples societies represented in texts

- Think critically and creatively to explore ideas within, between and beyond texts
- Construct meaningful personal connections between self, text and world

### Resources / References

- Medicine Walk by Richard Wagamese

### Assessment Strategies:

#### Formative Assessment:

- Self – assessment
- Peer – assessment
- Group and Class Discussions
- Written Responses

#### Summative Assessment:

- End of Unit Test
- Essay Rubric

## Unit 3: Canadian Short Stories

Length: 4 weeks

### Big Ideas: What students will UNDERSTAND

- Texts are socially, culturally, geographically and historically constructed.
- 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 worldviews and perspectives.
- Narrative texts teach us about human nature, behavior and experience. Stories can be oral, written or visual and used to instruct, inspire and entertain listeners and readers.
- Students will recognize and appreciate how various forms, structures and features of texts reflect a variety of purposes, audiences and messages.

Curricular Competencies: What students will DO:	Concepts & Content: What students will KNOW
<ul style="list-style-type: none"> <li>• Connecting, predicting, inferring, building vocabulary, questioning, paraphrasing and identifying big ideas</li> <li>• Using writing and design processes to plan, develop and create meaningful and engaging literary, imaginative and informational texts for a variety of Purposes and audiences</li> <li>• Writing critical analysis and response paragraphs and essays</li> <li>• Demonstrating increasing vocabulary knowledge</li> <li>• Speaking and listening in pairs and groups</li> <li>• Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view</li> <li>• Recognize the diversity within and across First Peoples societies represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Literal and inferential meaning               <ul style="list-style-type: none"> <li>- Who is the writer?</li> <li>- Who is the speaker?</li> <li>- What is the writer's purpose in creating the text?</li> <li>- When and where was the text created?</li> </ul> </li> <li>• Reading strategies               <ul style="list-style-type: none"> <li>- Recognize how language constructs personal, social and cultural identity</li> <li>- connecting, predicting, inferring, building vocabulary, questioning, paraphrasing, summarizing and identifying big ideas</li> </ul> </li> <li>• Writing processes               <ul style="list-style-type: none"> <li>- Rewriting, drafting, revising, editing</li> <li>- Audience: Students expand their understanding of the range of audiences to include children, peers, academic and related audiences</li> </ul> </li> <li>• Know the benefits of reading (enjoyment, personal goals, increased vocabulary, expanded view of the world)</li> </ul>

- Think critically and creatively to explore ideas within, between and beyond texts
- Construct meaningful personal connections between self, text and world

### **Resources / References**

- Drew Hayden Taylor, Fearless Warriors (selected stories)
- Lee Maracle, "Charlie", "Dear Daddy"
- Thomas King, "Borders"
- Jordan Wheeler, "Mountain Legend"
- Pauline Johnson, "The Two Sisters"
- Daniel David Moses, "King of the Raft"

### **Assessment Strategies**

#### **Formative Assessment:**

- Self- assessment using a Short Story Writing Rubric
- Peer – assessment using Short Story Writing Rubric
- Creative Writing
- Group and Class discussion
- Participation

#### **Summative Assessment:**

- Short Story Analysis Test
- Creative Writing Rubric (Short Story)

## Unit 4: Poetry Unit

Length: 3 weeks

### Big Ideas: What students will UNDERSTAND

- Texts are socially, culturally, geographically, and historically, constructed.
- Respond to text in personal, creative and critical ways
- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world.
- Recognize an increasing range of text structures and how they contribute to meaning.
- People understand text differently depending on their worldviews and perspectives.
- Evaluate how literary elements, techniques and devices enhance and shape meaning and impact.

Curricular Competencies: <b>What students will DO:</b>	Concepts & Content: <b>What students will KNOW</b>
<ul style="list-style-type: none"><li>• Appreciate different types of poetry</li><li>• Evaluate how literary elements, techniques and devices enhance and shape meaning and impact</li><li>• Students analyze the function of literary devices and techniques</li><li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</li><li>• Read poetry from different cultures, different time periods</li><li>• Identify poetic devices</li><li>• Understand literal and inferential meaning</li><li>• Consider diction, tone, theme, imagery, ideas, syntax</li><li>• Recognize how language constructs personal, social and cultural identity</li></ul>	<ul style="list-style-type: none"><li>• Literal and inferential meaning<ul style="list-style-type: none"><li>- Who is the writer?</li><li>- Who is the speaker</li><li>- What is the writer's purpose?</li><li>- When and where was the text created?</li><li>- How did the writer create the text?</li></ul></li><li>• Reading strategies<ul style="list-style-type: none"><li>- Recognize how language constructs personal, social and cultural identity</li><li>- Connecting, predicting, inferring, building vocabulary, identifying big ideas.</li></ul></li><li>• Conventions of poetry:<ul style="list-style-type: none"><li>- Types of poetry</li><li>- Poetic devices</li><li>- Figurative language</li></ul></li></ul>

## Resources / References

- Carol Gillanders, Theme and Image (Selected Poems)
- Oscar Williams (Ed.), Immortal Poems (Selected Poems)
- Jeannette Armstrong, "History Lesson"
- Rita Joe, "Today's Learning Child"
- Daniel David Moses, "Falling Song"

## Assessment Strategies

### **Formative Assessment:**

- Self-assessment using a poetry writing rubric
- Peer-assessment using a poetry writing rubric
- Pair work
- Group and class discussions
- Participation

### **Summative Assessment:**

- Poetic devices quiz
- Poetry writing rubric
- Writing responses (analysis)
- Poetry analysis test



**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Certel

Curriculum Area: English

**Unit 1: Essay Writing (2 weeks)**

**BIG IDEAS** What enduring understandings will students take away? <https://curriculum.gov.bc.ca/curriculum>

- Language shapes ideas and influences others.
- Questioning what we hear, read and view contributes to our ability to be educated and engaged citizens.

**FIRST PEOPLES PRINCIPLES OF LEARNING.** <https://firstpeoplesprinciplesoflearning.wordpress.com/>

**First Peoples Principles of Learning**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.</li> <li>• Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li> <li>• Learning involves recognizing the consequences of one's actions.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning involves generational roles and responsibilities.</li> <li>• Learning recognizes the role of indigenous knowledge.</li> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning involves patience and time.</li> <li>• Learning requires exploration of one's identity.</li> <li>• Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul> |
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**CORE COMPETENCIES**

Highlight the CC focus, which will be self-assessed by students. <https://curriculum.gov.bc.ca/competencies>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connect and engage with others (to share and develop ideas)</li> <li><input type="checkbox"/> Acquire, interpret and present information (include inquiries)</li> <li><input type="checkbox"/> Collaborate to plan, carry out and review constructions and activities</li> <li><input type="checkbox"/> Explain, recount and reflect on experience and accomplishments</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What?</li> <li><input type="checkbox"/> How?</li> <li><input type="checkbox"/> Reporting?</li> </ul>	<p><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Novelty and value</li> <li><input type="checkbox"/> Generating ideas</li> <li><input type="checkbox"/> Developing ideas</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze and critique</li> <li><input type="checkbox"/> Question and investigate</li> <li><input type="checkbox"/> Develop and design</li> </ul> <p><b>Problem-Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze and critique</li> <li><input type="checkbox"/> Question and investigate</li> <li><input type="checkbox"/> Develop and design</li> </ul>	<p><b>Positive Personal and Cultural Identity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relationships and cultural contexts</li> <li><input type="checkbox"/> Personal values and choices</li> <li><input type="checkbox"/> Personal strengths and abilities</li> </ul> <p><b>Personal Awareness and Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-determination</li> <li><input type="checkbox"/> Self-regulation</li> <li><input type="checkbox"/> Well-being</li> </ul> <p><b>Social Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributing to community and caring for the environment</li> <li><input type="checkbox"/> Solving problems in peaceful ways</li> <li><input type="checkbox"/> Valuing diversity</li> <li><input type="checkbox"/> Building relationships</li> </ul>
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<b>CORE COMPETENCIES IN ACTION</b>	
How will you develop Core Competency learning in individual lessons?	
<ul style="list-style-type: none"> <li>• Core Competency focus: Communication and Critical Thinking</li> <li>• Have students discuss how they will use the competency throughout the unit.</li> <li>• Share with students how the competency learning is relevant to real-world situations.</li> <li>• Refer students to the 'I can statements' on the competency posters. <i>Include only the 'I can statements', which be assessed in the unit.</i></li> <li>• Introduce the learning target for the lesson and discuss with students how they will use the core competency to attain the learning target.</li> <li>• Engineer effective classroom discussions, activities, and tasks that elicit evidence of the competency.</li> <li>• Challenge students to apply the competency 'I statements' to examples during the lesson.</li> <li>• Use questioning strategies throughout instruction and or inquiry to prompt REFLECTIVE THINKING.</li> </ul>	
<b>QUESTIONS TO SUPPORT INQUIRY</b> Which essential questions will frame students learning?	
<ul style="list-style-type: none"> <li>• How can I communicate my ideas in an organized way?</li> <li>• How can I explain my personal interpretation of literary texts?</li> </ul>	
<b>LEARNING STANDARDS.</b> <a href="https://curriculum.gov.bc.ca/curriculum">https://curriculum.gov.bc.ca/curriculum</a>	
<b>Curricular Competencies</b>	<b>Content</b>
Highlight <i>only</i> the curricular competencies, which will be assessed in the unit.	
<i>Students are expected to DO the following:</i>	
<ul style="list-style-type: none"> <li>• Synthesize ideas from a variety of texts/sources</li> <li>• Use the conventions of Canadian spelling, grammar and punctuation</li> <li>• Use writing processes to plan, develop and create engaging and meaningful texts for a variety of purposes and audiences</li> <li>• Recognize and appreciate how various forms, structures and features of texts reflect a variety of purposes, audiences and messages</li> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</li> </ul>	<i>Students are expected to KNOW the following:</i> <ul style="list-style-type: none"> <li>• Elements of fiction texts</li> <li>• Literal and inferential meaning, bias</li> <li>• Reading strategies</li> <li>• Recognize how language constructs personal, social and cultural identity</li> <li>• Connecting, predicting, inferring, building vocabulary, questioning and summarizing</li> <li>• Writing processes:                             <ul style="list-style-type: none"> <li>• Rewriting, drafting, revising, editing</li> </ul> </li> </ul>

		<p style="text-align: center;"><b>Lesson Progression</b></p> <p>Include only the sequence of instructional intentions in the unit lesson. The lesson will be developed in your dayplan.</p>						
<p><b>Learning Targets</b></p>	<p><b>Formative Assessment</b></p>	<p style="text-align: center;"><b>Lesson Progression</b></p> <p>Include only the sequence of instructional intentions in the unit lesson. The lesson will be developed in your dayplan.</p>						
<p><b>Learning Target 1:</b> Students learn to use the structure of an expository essay successfully.</p>	<p><b>Self-assessment of writing</b> <b>Peer-assessment of writing</b> <b>Revising and editing</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Students will write first draft, self-assess and peer-assess their essays, then edit and rewrite their essays.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities			
<p><b>Learning Target 2:</b> Students learn to use the structure of a synthesis essay successfully.</p>	<p><b>Self-assessment of writing</b> <b>Peer-assessment of writing</b> <b>Revising and editing</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Students will write first draft, self-assess and peer-assess their essays, then edit and rewrite their essays.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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COURSE OVERVIEW ENGLISH STUDIES 12

Curriculum Area: English

Teacher: Bea Oertel

<p><b>Learning Target 3:</b> Students learn to organize their response to literary texts into a structured essay format</p>	<p><b>Self-assessment of writing</b> <b>Peer-assessment of writing</b> <b>Revising and editing</b> <b>Group work</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="1307 1150 1377 1980"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities			
<p><b>Learning Target 4:</b> Students learn to apply the conventions of Canadian spelling, grammar and punctuation</p>	<p><b>Self-assessment of writing</b> <b>Peer-assessment of writing</b> <b>Revising and editing</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="974 1150 1044 1959"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Students will write first draft, self-assess and peer-assess their essays, then edit and rewrite their essays.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities			
<p><b>Learning Target 5:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="649 1150 719 1959"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities			
<p><b>Learning Target 6:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="349 1150 418 1959"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 7:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="1073 1163 1141 1969"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities			
<p><b>UNIT ASSESSMENT</b></p>								
<p><b>FOR LEARNING</b></p>	<p><b>FORMATIVE ASSESSMENT:</b> What formative assessment strategies will you use to assess student learning?</p>	<ul style="list-style-type: none"> <li>• Self-assessment with writing rubric</li> <li>• Peer-assessment</li> <li>• Group work</li> <li>• Partner work</li> <li>• Revising and editing</li> </ul>						
<p><b>AS LEARNING</b></p>	<p><b>REFLECTION/SELF-ASSESSMENT:</b> What opportunities will there be for students to reflect on their thinking and feelings as part of their learning (partner talk, self-assessment, reflection log)?</p>	<ul style="list-style-type: none"> <li>• Self-assessment with writing rubric</li> <li>• Peer-assessment</li> <li>• Group work</li> <li>• Partner work</li> <li>• Revising and editing</li> </ul>						

**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Oertel

Curriculum Area: English

<p align="center"><b>OF LEARNING</b></p>	<p><b>SUMMATIVE ASSESSMENT:</b> How will students demonstrate their understanding of the curricular connections listed above (performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students? To parents?</p>	<ul style="list-style-type: none"> <li>Summative assessment of final draft of essays</li> </ul>	
<p><b>DIFFERENTIATED INSTRUCTION INSTRUCTIONAL/ASSESSMENT:</b> How will learning be made accessible for ALL students to succeed? Highlight strategies used in unit.</p>			
<p align="center"><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Promote expectations that optimize motivation e.g. lesson hooks, inquiry questions (wonder questions)</li> <li>Develop self-assessment and reflection</li> <li>Foster collaboration and community</li> <li>Provide ongoing, relevant feedback to students</li> </ul>	<p align="center"><b>Representation</b></p> <ul style="list-style-type: none"> <li>Support background knowledge e.g. lesson hooks.</li> <li>Clarify vocabulary e.g. word games</li> <li>Highlight critical features by providing multiple examples and tiered assignments</li> <li>Provide multiple media and formats</li> </ul>	<p align="center"><b>Action and Expression</b></p> <ul style="list-style-type: none"> <li>Guide student goal setting and monitoring of progress</li> <li>Optimize access to support tools and technologies</li> <li>Offer flexible opportunities for demonstrating learning</li> </ul>	
<p><b>TRANSFER/EXTENSION:</b> How will student learning be extended into the real world?</p> <ul style="list-style-type: none"> <li>Students will use conventions of essay writing accurately</li> <li>Students will use the conventions of the English language properly</li> </ul>			
<p><b>MATERIALS AND RESOURCES:</b> Delete if you have included materials and resources under individual lessons.</p>			
<p>Essay writing worksheets</p>			
<p><b>YOUR OWN PERSONAL REFLECTION:</b> How did it go? What do you need to change and or add to the unit?</p> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li></li> </ul>			

**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Certel

Curriculum Area: English

**Unit 2: Novel Study: Medicine Walk by Richard Wagamese**

**Length of Unit: 4 weeks**

**BIG IDEAS** What enduring understandings will students take away? <https://curriculum.gov.bc.ca/curriculum>

- **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 worldviews and perspectives.
- Texts are socially, culturally, geographically and historically constructed.

**FIRST PEOPLES PRINCIPLES OF LEARNING.** <https://firstpeoplesprinciplesoflearning.wordpress.com/>

**First Peoples Principles of Learning**

- |  |   |
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| <ul style="list-style-type: none"> <li>• Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.</li> <li>• Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li> <li>• Learning involves recognizing the consequences of one's actions.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning involves generational roles and responsibilities.</li> <li>• Learning recognizes the role of indigenous knowledge.</li> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning involves patience and time.</li> <li>• Learning requires exploration of one's identity.</li> <li>• Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul> |
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**CORE COMPETENCIES**

Highlight the CC focus, which will be self- assessed by students. <https://curriculum.gov.bc.ca/competencies>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Connect and engage with others (to share and develop ideas)</li> <li><input type="checkbox"/> Acquire, interpret and present information (include inquiries)</li> <li><input type="checkbox"/> Collaborate to plan, carry out and review constructions and activities</li> <li><input type="checkbox"/> Explain, recount and reflect on experience and accomplishments</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What?</li> <li><input type="checkbox"/> How?</li> <li><input type="checkbox"/> Reporting?</li> </ul>	<p><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Novelty and value</li> <li><input type="checkbox"/> Generating ideas</li> <li><input type="checkbox"/> Developing ideas</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze and critique</li> <li><input type="checkbox"/> Question and investigate</li> <li><input type="checkbox"/> Develop and design</li> </ul> <p><b>Problem-Solving</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze and critique</li> <li><input type="checkbox"/> Question and investigate</li> <li><input type="checkbox"/> Develop and design</li> </ul>	<p><b>Positive Personal and Cultural Identity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Relationships and cultural contexts</li> <li><input type="checkbox"/> Personal values and choices</li> <li><input type="checkbox"/> Personal strengths and abilities</li> </ul> <p><b>Personal Awareness and Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-determination</li> <li><input type="checkbox"/> Self-regulation</li> <li><input type="checkbox"/> Well-being</li> </ul> <p><b>Social Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contributing to community and caring for the environment</li> <li><input type="checkbox"/> Solving problems in peaceful ways</li> <li><input type="checkbox"/> Valuing diversity</li> <li><input type="checkbox"/> Building relationships</li> </ul>
<p><b>CORE COMPETENCIES IN ACTION</b></p> <p>How will you develop Core Competency learning in individual lessons?</p>		
<ul style="list-style-type: none"> <li>• Core Competency focus: Critical Thinking</li> <li>• Have students discuss in small group work how they will use the competency throughout the unit.</li> <li>• Share with students how the competency learning is relevant to real-world situations</li> <li>• Students can use ‘I can statements’ such as “I can communicate confidently in organized forms that show attention to my audience and purpose.”</li> <li>• Introduce the learning target for the lesson and discuss with students how they will use the core competency to attain the learning target.</li> <li>• Engineer effective classroom discussions, activities, and tasks that elicit evidence of the competency.</li> <li>• Challenge students to apply the competency ‘I statements’ to examples during the lesson.</li> <li>• Use questioning strategies throughout instruction and or inquiry to prompt REFLECTIVE THINKING.</li> </ul>		
<p><b>QUESTIONS TO SUPPORT INQUIRY</b> Which essential questions will frame students learning?</p> <ul style="list-style-type: none"> <li>• What worldview shapes the characters of the novel?</li> <li>• What can we infer about the worldview of the author?</li> <li>• How does this new knowledge affect and change us as readers?</li> </ul>		
<p><b>LEARNING STANDARDS.</b> <a href="https://curriculum.gov.bc.ca/curriculum">https://curriculum.gov.bc.ca/curriculum</a></p> <p style="text-align: center;"><b>Curricular Competencies</b></p>		
<p>Highlight <i>only</i> the curricular competencies, which will be assessed in the unit.</p>		<p><b>Content</b></p>



**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Oertel

Curriculum Area: English

<p><i>Students are expected to DO the following:</i></p> <ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative and oral tradition in expressing First Peoples perspectives, values and beliefs and points of view</li> <li>Recognize the diversity within and across First Peoples societies represented in texts</li> <li>Recognize the influence of place in First Peoples and Canadian texts</li> <li>Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy and reliability</li> <li>Synthesize ideas from a variety of sources</li> <li>Think critically, creatively, and reflectively to explore ideas within, between and beyond texts</li> <li>Recognize how language constructs personal, social and cultural identity</li> </ul>	<p><i>Students are expected to KNOW the following:</i></p> <ul style="list-style-type: none"> <li>Features and structures of First Peoples texts</li> <li>Forms, functions and genres of texts (novel)</li> <li>Literal and inferential meaning</li> <li>reading strategies</li> <li>metacognitive strategies</li> <li>writing processes</li> <li>Syntax and sentence fluency</li> <li>Elements of style</li> <li>Usage and conventions</li> <li>Literary elements and devices</li> </ul>						
<p><b>Learning Targets</b></p> <p><b>Learning Target 1:</b> Students will analyze content and structure of the novel “Medicine Walk” by Richard Wagamese. They will develop critical thinking skills through classroom discussion, writing assignments and research. They will acquire skills of recognizing and interpreting elements of the novel genre.</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Participation</li> <li>Writing assignments</li> <li>Research assignments</li> <li>Group work</li> </ul> <p><b>Lesson Progression</b></p> <p>Include only the sequence of instructional intentions in the unit lesson. The lesson will be developed in your dayplan.</p> <p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="381 1176 446 1984"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit. Students will develop critical thinking skills by analyzing the content and structure of the novel.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities		

**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Oertel

Curriculum Area: English

<p><b>Learning Target 2:</b> Through research, students will learn about Canada's colonial past and the historical relationship between the indigenous peoples and the settlers. They will become aware how our identity is shaped by our culture and background.</p>	<ul style="list-style-type: none"> <li>- Research assignments</li> <li>- Group work presentations</li> </ul>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit. Students will develop an awareness of the different cultures in Canada, including the indigenous culture, and will reflect on their own culture.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities			
<p><b>Learning Target 3:</b> Students will learn to communicate their ideas effectively.</p>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>- Class discussions</li> <li>- Group discussions</li> <li>- Presentations</li> </ul>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit. Students will develop communications skills in English through group discussions, class discussions and presentations.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 4:</b> Students will learn about the reconciliation process Canada is in right now and how they can be a part of it.</p>	<p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>- Group work</li> <li>- Class discussion</li> <li>- Research</li> </ul>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit. Students will learn about the reconciliation process that Canada is in at the moment through research and reading articles provided by the teacher.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Oertel

Curriculum Area: English

<p><b>Learning Target 5:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 6:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 7:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>UNIT ASSESSMENT</b></p>								

**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Oertel

Curriculum Area: English

<p><b>FOR LEARNING</b></p>	<p><b>FORMATIVE ASSESSMENT:</b> What formative assessment strategies will you use to assess student learning?</p>	<ul style="list-style-type: none"> <li>- Group work</li> <li>- Class discussions</li> <li>- Participation</li> <li>- Writing assignments (journals, reflection log)</li> </ul>							
<p><b>AS LEARNING</b></p>	<p><b>REFLECTION/SELF-ASSESSMENT:</b> What opportunities will there be for students to reflect on their thinking and feelings as part of their learning (partner talk, self-assessment, reflection log)?</p>	<ul style="list-style-type: none"> <li>- Small group discussions</li> <li>- Self – assessments</li> <li>- Peer - assessments</li> <li>- Written reflections</li> </ul>							
<p><b>OF LEARNING</b></p>	<p><b>SUMMATIVE ASSESSMENT:</b> How will students demonstrate their understanding of the curricular connections listed above (performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students? To parents?</p>	<ul style="list-style-type: none"> <li>- Essay about a topic from the novel</li> <li>- Final Test about novel</li> <li>- Research Presentations</li> <li>- Assessment rubrics</li> </ul>							
<p><b>DIFFERENTIATED INSTRUCTION INSTRUCTIONAL/ASSESSMENT:</b> How will learning be made accessible for ALL students to succeed? Highlight strategies used in unit.</p> <table border="1" data-bbox="276 65 535 1980"> <thead> <tr> <th data-bbox="451 65 535 331">Engagement</th> <th data-bbox="451 331 535 835">Representation</th> <th data-bbox="451 835 535 1423">Action and Expression</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 65 451 331"> <ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. lesson hooks, inquiry questions (wonder questions)</li> <li>• Develop self-assessment and reflection</li> <li>• Foster collaboration and community</li> <li>• Provide ongoing, relevant feedback to students</li> </ul> </td> <td data-bbox="276 331 451 835"> <ul style="list-style-type: none"> <li>• Support background knowledge e.g. lesson hooks.</li> <li>• Clarify vocabulary e.g. word games</li> <li>• Highlight critical features by providing multiple examples and tiered assignments</li> <li>• Provide multiple media and formats</li> </ul> </td> <td data-bbox="276 835 451 1423"> <ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress</li> <li>• Optimize access to support tools and technologies</li> <li>• Offer flexible opportunities for demonstrating learning</li> </ul> </td> </tr> </tbody> </table>				Engagement	Representation	Action and Expression	<ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. lesson hooks, inquiry questions (wonder questions)</li> <li>• Develop self-assessment and reflection</li> <li>• Foster collaboration and community</li> <li>• Provide ongoing, relevant feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>• Support background knowledge e.g. lesson hooks.</li> <li>• Clarify vocabulary e.g. word games</li> <li>• Highlight critical features by providing multiple examples and tiered assignments</li> <li>• Provide multiple media and formats</li> </ul>	<ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress</li> <li>• Optimize access to support tools and technologies</li> <li>• Offer flexible opportunities for demonstrating learning</li> </ul>
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<p><b>TRANSFER/EXTENSION:</b> How will student learning be extended into the real world?</p>									

**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Oertel

Curriculum Area: English

- Students will be encouraged to learn more about the reconciliation process in the media.
- Students will be encouraged to observe multiculturalism in Canada.
- Students will be encouraged to reflect on their own culture and compare it with Canadian culture.

**MATERIALS AND RESOURCES:** Delete if you have included materials and resources under individual lessons.

Richard Wagamese, Medicine Walk (novel)  
The Web

**YOUR OWN PERSONAL REFLECTION:** How did it go? What do you need to change and or add to the unit?

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Teacher: Bea Oertel

Unit 3: Canadian Short Stories

Length of Unit: 4 weeks

**BIG IDEAS** What enduring understandings will students take away? <https://curriculum.gov.bc.ca/curriculum>

- 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 worldviews and perspectives.
- Texts are socially, culturally, geographically and historically constructed.

**FIRST PEOPLES PRINCIPLES OF LEARNING.** <https://firstpeoplesprinciplesoflearning.wordpress.com/>

**First Peoples Principles of Learning**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.</li> <li>• Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li> <li>• Learning involves recognizing the consequences of one's actions.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning involves generational roles and responsibilities.</li> <li>• Learning recognizes the role of indigenous knowledge.</li> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning involves patience and time.</li> <li>• Learning requires exploration of one's identity.</li> <li>• Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul> |
|--|---|

**CORE COMPETENCIES**

Highlight the CC focus, which will be self-assessed by students. <https://curriculum.gov.bc.ca/competencies>

Communication	Creative Thinking	Positive Personal and Cultural Identity
<input type="checkbox"/> Connect and engage with others (to share and develop ideas) <input type="checkbox"/> Acquire, interpret and present information (include inquiries) <input type="checkbox"/> Collaborate to plan, carry out and review constructions and activities <input type="checkbox"/> Explain, recount and reflect on experience and accomplishments	<input type="checkbox"/> Novelty and value <input type="checkbox"/> Generating ideas <input type="checkbox"/> Developing ideas <b>Critical Thinking</b> <input type="checkbox"/> Analyze and critique <input type="checkbox"/> Question and investigate <input type="checkbox"/> Develop and design <b>Problem-Solving</b> <input type="checkbox"/> Analyze and critique <input type="checkbox"/> Question and investigate <input type="checkbox"/> Develop and design	<input type="checkbox"/> Relationships and cultural contexts <input type="checkbox"/> Personal values and choices <input type="checkbox"/> Personal strengths and abilities <b>Personal Awareness and Responsibilities</b> <input type="checkbox"/> Self-determination <input type="checkbox"/> Self-regulation <input type="checkbox"/> Well-being <b>Social Responsibilities</b> <input type="checkbox"/> Contributing to community and caring for the environment <input type="checkbox"/> Solving problems in peaceful ways <input type="checkbox"/> Valuing diversity <input type="checkbox"/> Building relationships
<b>Assessments</b> <input type="checkbox"/> What? <input type="checkbox"/> How? <input type="checkbox"/> Reporting?		

## COURSE OVERVIEW ENGLISH STUDIES 12

Teacher: Bea Oertel

Curriculum Area: English

<b>CORE COMPETENCIES IN ACTION</b>	
How will you develop Core Competency learning in individual lessons?	
<ul style="list-style-type: none"> <li>• Core Competency focus: Critical Thinking</li> <li>• Have students discuss how they will use the competency throughout the unit.</li> <li>• Share with students how the competency learning is relevant to real-world situations.</li> <li>• 'I can' statement: "I can analyze evidence from different perspectives."</li> <li>• Introduce the learning target for the lesson and discuss with students how they will use the core competency to attain the learning target.</li> <li>• Engineer effective classroom discussions, activities, and tasks that elicit evidence of the competency.</li> <li>• Challenge students to apply the competency 'I statements' to examples during the lesson.</li> <li>• Use questioning strategies throughout instruction and or inquiry to prompt REFLECTIVE THINKING.</li> </ul>	
<p><b>QUESTIONS TO SUPPORT INQUIRY</b> Which essential questions will frame students learning?</p> <ul style="list-style-type: none"> <li>• How has colonialism affected the First Nations peoples of Canada and how is this portrayed in Indigenous short fiction?</li> <li>• What are the common elements of short fiction?</li> <li>• How do our cultures affect our worldviews and our relationships with others?</li> </ul>	
<p><b>LEARNING STANDARDS.</b> <a href="https://curriculum.gov.bc.ca/curriculum">https://curriculum.gov.bc.ca/curriculum</a></p>	
<p><b>Curricular Competencies</b></p>	<p><b>Content</b></p>
<p>Highlight <i>only</i> the curricular competencies, which will be assessed in the unit.  <i>Students are expected to DO the following:</i></p> <ul style="list-style-type: none"> <li>• Connecting, predicting, inferring, building vocabulary, questioning, paraphrasing and identifying big ideas</li> <li>• Using writing and design processes to plan, develop and create meaningful and engaging literary, imaginative and informational texts for a variety of purposes and audiences</li> <li>• Writing critical analysis and response paragraphs and essays</li> <li>• Demonstrating increasing vocabulary knowledge</li> <li>• Speaking and listening in pairs and groups</li> </ul>	<p><i>Students are expected to KNOW the following:</i></p> <ul style="list-style-type: none"> <li>• Literal and inferential meaning                             <ul style="list-style-type: none"> <li>- Who is the writer?</li> <li>- Who is the speaker?</li> <li>- What is the writer's purpose in creating the text?</li> <li>- When and where was the text created?</li> </ul> </li> <li>• Reading strategies                             <ul style="list-style-type: none"> <li>- Recognize how language constructs personal, social and cultural identity</li> <li>- connecting, predicting, inferring, building vocabulary, questioning, paraphrasing, summarizing and identifying big ideas</li> </ul> </li> </ul>

**COURSE OVERVIEW ENGLISH STUDIES 12**

**Teacher: Bea Oertel**

**Curriculum Area: English**

<ul style="list-style-type: none"> <li>Recognizing and appreciating the role of story, narrative and oral tradition in expressing First Peoples perspectives, values, beliefs and points of view</li> <li>Recognizing the diversity within and across First Peoples societies represented in texts</li> <li>Analyzing the impact of colonial political strategies on the First Nations of Canada and their portrayal in Indigenous literature</li> </ul>	<ul style="list-style-type: none"> <li>Writing processes                     <ul style="list-style-type: none"> <li>- Rewriting, drafting, revising, editing</li> </ul> </li> <li>- Audience: Students expand their understanding of the range of audiences to include children, peers, academic and related audiences</li> <li>Know the benefits of reading (enjoyment, personal goals, increased vocabulary, expanded view of the world)</li> <li>Think critically and creatively to explore ideas within, between and beyond texts</li> <li>Construct meaningful personal connections between self, text and world</li> </ul>						
<p><b>Learning Targets</b></p>	<p><b>Formative Assessment</b></p>						
<p><b>Learning Target 1:</b> Students will recognize the common elements of short stories.</p>	<p><b>Class Discussion</b> <b>Group Work</b> <b>Partner Work</b></p> <p><b>Lesson Progression</b> Include only the sequence of instructional intentions in the unit lesson. The lesson will be developed in your dayplan.</p> <p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="673 1150 743 1955"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 2:</b> Students will reflect on the impact of colonial politics on First Nations Peoples of Canada.</p>	<p><b>Class Discussion</b> <b>Group Work</b> <b>Research</b></p> <p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="389 1150 459 1955"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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**COURSE OVERVIEW ENGLISH STUDIES 12**

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<p><b>Learning Target 3:</b> Students will reflect on how their own cultures affect their worldviews and relationships with others.</p>	<p align="center"><b>Group Work</b> <b>Written Reflection</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 4:</b> Students will design and execute a piece of short fiction with reference to the elements of short stories.</p>	<p align="center"><b>Peer share of first draft</b> <b>Creative Writing rubric</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 5:</b> Students will use the conventions of Canadian English correctly.</p>	<p align="center"><b>Peer share of first draft</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities			
<p><b>UNIT ASSESSMENT</b></p>		<p><b>FORMATIVE ASSESSMENT:</b></p> <p>What formative assessment strategies will you use to assess student learning?</p> <ul style="list-style-type: none"> <li>- Group work</li> <li>- Class discussions</li> <li>- Participation</li> <li>- Writing assignments</li> </ul>						
<p><b>FOR LEARNING</b></p>								

**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Oertel

Curriculum Area: English

<p><b>AS LEARNING</b></p>	<p><b>REFLECTION/SELF-ASSESSMENT:</b> What opportunities will there be for students to reflect on their thinking and feelings as part of their learning (partner talk, self-assessment, reflection log)?</p>	<ul style="list-style-type: none"> <li>- Small group discussions</li> <li>- Self – assessments</li> <li>- Peer - assessments</li> <li>- Written reflections</li> </ul>	
<p><b>OF LEARNING</b></p>	<p><b>SUMMATIVE ASSESSMENT:</b> How will students demonstrate their understanding of the curricular connections listed above (performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students? To parents?</p>	<ul style="list-style-type: none"> <li>- Short Story Analysis Test</li> <li>- Short Story (Creative Writing rubric)</li> <li>- Participation</li> </ul>	
<p><b>DIFFERENTIATED INSTRUCTION INSTRUCTIONAL/ASSESSMENT:</b> How will learning be made accessible for ALL students to succeed? Highlight strategies used in unit.</p>			
<p align="center"><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. lesson hooks, inquiry questions (wonder questions)</li> <li>• Develop self-assessment and reflection</li> <li>• Foster collaboration and community</li> <li>• Provide ongoing, relevant feedback to students</li> </ul>	<p align="center"><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Support background knowledge e.g. lesson hooks.</li> <li>• Clarify vocabulary e.g. word games</li> <li>• Highlight critical features by providing multiple examples and tiered assignments</li> <li>• Provide multiple media and formats</li> </ul>	<p align="center"><b>Action and Expression</b></p> <ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress</li> <li>• Optimize access to support tools and technologies</li> <li>• Offer flexible opportunities for demonstrating learning</li> </ul>	<p><b>TRANSFER/EXTENSION:</b> How will student learning be extended into the real world?</p> <ul style="list-style-type: none"> <li>• Students will be encouraged to get involved in Reconciliation events.</li> <li>• Students will be encouraged to follow the Reconciliation process on the news and on social media.</li> <li>• Students will be encouraged to read literature for pleasure.</li> </ul>
<p><b>MATERIALS AND RESOURCES:</b> Delete if you have included materials and resources under individual lessons.</p> <ul style="list-style-type: none"> <li>• Drew Hayden Taylor, <i>Fearless Warriors</i> (selected stories)</li> <li>• Lee Maracle, "Charlie", "Dear Daddy"</li> <li>• Thomas King, "Borders"</li> <li>• Jordan Wheeler, "Mountain Legend"</li> <li>• Pauline Johnson, "The Two Sisters"</li> </ul>			

**COURSE OVERVIEW ENGLISH STUDIES 12**

**Teacher: Bea Oertel**

**Curriculum Area: English**

- Daniel David Moses, "King of the Ruff"
- Alice Munro, "The Red Dress"
- Margaret Laurence, "The Loons"

**YOUR OWN PERSONAL REFLECTION: How did it go? What do you need to change and or add to the unit?**

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**COURSE OVERVIEW ENGLISH STUDIES 12**

Teacher: Bea Oertel

Curriculum Area: English

Unit 4: Poetry

Length of Unit: 3 weeks

**BIG IDEAS** What enduring understandings will students take away? <https://curriculum.gov.bc.ca/curriculum>

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world.
- Language shapes ideas and influences others.

**FIRST PEOPLES PRINCIPLES OF LEARNING.** <https://firstpeoplesprinciplesoflearning.wordpress.com/>

**First Peoples Principles of Learning**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.</li> <li>• Learning is holistic, reflexive, reflective, experimental and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</li> <li>• Learning involves recognizing the consequences of one's actions.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning involves generational roles and responsibilities.</li> <li>• Learning recognizes the role of indigenous knowledge.</li> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning involves patience and time.</li> <li>• Learning requires exploration of one's identity.</li> <li>• Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul> |
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## COURSE OVERVIEW ENGLISH STUDIES 12

Teacher: Bea Oertel

Curriculum Area: English

### CORE COMPETENCIES

Highlight the CC focus, which will be self-assessed by students. <https://curriculum.gov.bc.ca/competencies>

Communication	Creative Thinking	Positive Personal and Cultural Identity
<input type="checkbox"/> Connect and engage with others (to share and develop ideas) <input type="checkbox"/> Acquire, interpret and present information (include inquiries) <input type="checkbox"/> Collaborate to plan, carry out and review constructions and activities <input type="checkbox"/> Explain, recount and reflect on experience and accomplishments	<input type="checkbox"/> Novelty and value <input type="checkbox"/> Generating ideas <input type="checkbox"/> Developing ideas <b>Critical Thinking</b> <input type="checkbox"/> Analyze and critique <input type="checkbox"/> Question and investigate <input type="checkbox"/> Develop and design <b>Problem-Solving</b> <input type="checkbox"/> Analyze and critique <input type="checkbox"/> Question and investigate <input type="checkbox"/> Develop and design	<input type="checkbox"/> Relationships and cultural contexts <input type="checkbox"/> Personal values and choices <input type="checkbox"/> Personal strengths and abilities <b>Personal Awareness and Responsibilities</b> <input type="checkbox"/> Self-determination <input type="checkbox"/> Self-regulation <input type="checkbox"/> Well-being <b>Social Responsibilities</b> <input type="checkbox"/> Contributing to community and caring for the environment <input type="checkbox"/> Solving problems in peaceful ways <input type="checkbox"/> Valuing diversity <input type="checkbox"/> Building relationships
<b>Assessments</b> <input type="checkbox"/> What? <input type="checkbox"/> How? <input type="checkbox"/> Reporting?		

### CORE COMPETENCIES IN ACTION

How will you develop Core Competency learning in individual lessons?

- Core Competency focus: Communication
- Have students discuss how they will use the competency throughout the unit.
- Share with students how the competency learning is relevant to real-world situations.
- Refer students to the 'I can' statement: "I share my ideas and try to connect them with others' ideas."
- Introduce the learning target for the lesson and discuss with students how they will use the core competency to attain the learning target.
- Engineer effective classroom discussions, activities, and tasks that elicit evidence of the competency.
- Challenge students to apply the competency 'I statements' to examples during the lesson.
- Use questioning strategies throughout instruction and or inquiry to prompt REFLECTIVE THINKING.

**QUESTIONS TO SUPPORT INQUIRY** Which essential questions will frame students learning?

- How do poets use poetic devices and structures to create meaningful poetry?
- How can I choose powerful vocabulary and poetic devices to communicate my thoughts creatively?
- How do indigenous poets use powerful vocabulary and poetic devices to communicate their thoughts creatively?

**LEARNING STANDARDS.** <https://curriculum.gov.bc.ca/curriculum>

**COURSE OVERVIEW ENGLISH STUDIES 12**

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<b>Curricular Competencies</b>		<b>Content</b>					
Highlight only the curricular competencies, which will be assessed in the unit. <i>Students are expected to DO the following:</i> <ul style="list-style-type: none"> <li>• Appreciate different types of poetry</li> <li>• Evaluate how literary elements, techniques and devices enhance and shape meaning and impact</li> <li>• Analyze the function of literary devices and techniques</li> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</li> <li>• Read poetry from different cultures, different time periods</li> <li>• Identify poetic devices</li> <li>• Understand literal and inferential meaning</li> <li>• Consider diction, tone, theme, imagery, ideas, syntax</li> <li>• Recognize how language constructs personal, social and cultural identity</li> </ul>		<i>Students are expected to KNOW the following:</i> <ul style="list-style-type: none"> <li>• Literal and inferential meaning                             <ul style="list-style-type: none"> <li>- Who is the writer?</li> <li>- Who is the speaker</li> <li>- What is the writer's purpose?</li> <li>- When and where was the text created?</li> <li>- How did the writer create the text?</li> </ul> </li> <li>• Reading strategies                             <ul style="list-style-type: none"> <li>- Recognize how language constructs personal, social and cultural identity</li> <li>- Connecting, predicting, inferring, building vocabulary, identifying big ideas.</li> </ul> </li> <li>• Conventions of poetry:                             <ul style="list-style-type: none"> <li>- Types of poetry</li> <li>- Poetic devices</li> <li>- Figurative language</li> </ul> </li> <li>• Writing strategies                             <ul style="list-style-type: none"> <li>- Brainstorming, drafting, editing, proofreading</li> </ul> </li> </ul>					
<b>Learning Targets</b>	<b>Formative Assessment</b>	<b>Lesson Progression</b>					
<b>Learning Target 1:</b> <b>Students will recognize different types of poetry.</b>	<b>Group discussion</b> <b>Pair share</b>	Include only the sequence of instructional intentions in the unit lesson. The lesson will be developed in your dayplan.					
		<b>Core Competency Focus (Highlight)</b>					
		Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities

**COURSE OVERVIEW ENGLISH STUDIES 12**

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		<p><u>Core Competency in Action:</u> Indicate how Core Competencies will be developed in unit.</p>						
<p><b>Learning Target 2:</b> Students will recognize different poetic devices in poems.</p>	<p align="center"><b>Group discussion</b> <b>Pair share</b> <b>Classroom discussion</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="1136 1155 1201 1953"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><u>Core Competency in Action:</u> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 3:</b> Students will be able to understand and analyse the different layers of meaning of poetic texts, including Indigenous poetry.</p>	<p align="center"><b>Group work</b> <b>Peer share</b> <b>Classroom discussion</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="803 1155 868 1953"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><u>Core Competency in Action:</u> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 4:</b> Students will choose powerful vocabulary and meaningful poetic devices to communicate their thoughts creatively.</p>	<p align="center"><b>Creative writing</b> <b>Peer share</b> <b>Drafting</b> <b>Proofreading and editing</b></p>	<p><b>Core Competency Focus (Highlight)</b></p> <table border="1" data-bbox="470 1155 535 1953"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><u>Core Competency in Action:</u> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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**COURSE OVERVIEW ENGLISH STUDIES 12**

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<p><b>Learning Target 5:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities			
<p><b>Learning Target 6:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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<p><b>Learning Target 7:</b></p>		<p><b>Core Competency Focus (Highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b> Indicate how Core Competencies will be developed in unit.</p>	Communication	Critical Thinking	Creative Thinking	Personal/Cultural Identity	Personal Awareness and Responsibilities	Social Responsibilities
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UNIT ASSESSMENT			
FOR LEARNING	FORMATIVE ASSESSMENT: What formative assessment strategies will you use to assess student learning?		
AS LEARNING	<b>REFLECTION/SELF-ASSESSMENT:</b> What opportunities will there be for students to reflect on their thinking and feelings as part of their learning (partner talk, self-assessment, reflection log)?	- Drafting, proofreading and editing	
OF LEARNING	<b>SUMMATIVE ASSESSMENT:</b> How will students demonstrate their understanding of the curricular connections listed above (performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students? To parents?	<ul style="list-style-type: none"> <li>- Poetry Analysis Test</li> <li>- Literary Devices Test</li> <li>- Poetry Writing Rubric</li> <li>- Participation</li> </ul>	
<b>DIFFERENTIATED INSTRUCTIONAL/ASSESSMENT:</b> How will learning be made accessible for ALL students to succeed? Highlight strategies used in unit.			
<b>Engagement</b>		<b>Representation</b>	<b>Action and Expression</b>
<ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. lesson hooks, inquiry questions (wonder questions)</li> <li>• Develop self-assessment and reflection</li> <li>• Foster collaboration and community</li> <li>• Provide ongoing, relevant feedback to students</li> </ul>		<ul style="list-style-type: none"> <li>• Support background knowledge e.g. lesson hooks.</li> <li>• Clarify vocabulary e.g. word games</li> <li>• Highlight critical features by providing multiple examples and tiered assignments</li> <li>• Provide multiple media and formats</li> </ul>	<ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress</li> <li>• Optimize access to support tools and technologies</li> <li>• Offer flexible opportunities for demonstrating learning</li> </ul>

**COURSE OVERVIEW ENGLISH STUDIES 12**

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Curriculum Area: English

**TRANSFER/EXTENSION:** How will student learning be extended into the real world?

- Students will be encouraged to write poetry for pleasure.
- Students will be encouraged to read poetry for pleasure.

**MATERIALS AND RESOURCES:** Delete if you have included materials and resources under individual lessons.

- Carol Gillanders, Theme and Image (Selected Poems)
- Oscar Williams (Ed.), Immortal Poems (Selected Poems)
- Jeannette Armstrong, "History Lesson"
- Rita Joe, "Today's Learning Child"
- Daniel David Moses, "Falling Song"

**YOUR OWN PERSONAL REFLECTION:** How did it go? What do you need to change and or add to the unit?

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## Overview English 12

Welcome to English 12! This is a work-intensive course which will require regular attendance and homework! You will write a lot of paragraphs and essays and you will also do some creative writing (poetry, short stories). You will also read a novel, a number of short stories and different types of poetry. You will learn to analyze the elements and structure of these genres of literature and you will be able to recognize types of figurative language.

Here's the overview:

Unit 1: Paragraph and essay writing

Unit 2: Novel study "Medicine Walk" by Richard Wagamese

Unit 3: Analysis of different short stories

Unit 4: Analysis of different types of poetry

This is how you will be assessed:

- Writing: 35%
- Quizzes: 15%
- Participation: 10%
- Homework: 10%
- Midterm Exam: 15%
- Final Exam: 15%

Materials needed:

Binder, lined paper, pencil or pen, dictionary

Please do your best in this class and feel free to ask for help after class or by emailing me at

boertel@coquitlamcollege.com. Find a buddy among your classmates who can fill you in on homework if you miss a class. Please turn your cell phone off so you can concentrate on the material. Do your own work as opposed to copying from the internet or having your tutor do your work for you. All the best as you start your new adventure!

Bea Oertel

