

Beaconsfield High School
Course Outline/Evaluation Criteria

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Course: English 406
Level: Cycle II, Secondary IV
Year: 2018-2019

Objectives and Evaluation

The goal of our English course is to develop student reading, writing, and oral communication through a variety of activities including: independent reading, class reading, group discussion, research, essay writing, creative writing, peer editing, and media exploration. We will create an environment that encourages effective expression of every individual's ideas.

Student evaluation incorporates formative and summative assessments. Specific evaluation tools will be given to the students with each major assignment. The evaluation process may be subject to changes based on progress through each term. Reports will be issued three times per year and Learning Evaluation Situations will be held in January/February and in June.

Term reports will include the following competencies:

Competency One: Uses language to communicate and to learn.

Evaluation Breakdown: In-class discussion, presentations, journals, group seminars

Competency Two: Reads and listens to written, spoken, and media texts.

Evaluation Breakdown: Quizzes, short story assignments, novel assignments, media assignments
Exam (Term 2 and 3)

Competency Three: Produces written and media texts for personal and social purposes.

Evaluation Breakdown: Paragraph writing, major writing assignment, film and media production
Exam (Term 3)

General Competencies to be Evaluated: Exercises Critical Judgement (Term 3 only)

Texts include

Macbeth (Shakespeare)

The Curious Incident of the Dog in the Night-time (Mark Haddon)

Animal Farm (George Orwell)

Lord of the Flies (William Golding)

Of Mice and Men (John Steinbeck)

Numerous Short Stories (authors include: Guy de Maupassant, Morley Callaghan, Budge Wilson)

Newspapers (The Gazette, Globe and Mail, online editions of international papers)

Poetry, Musical Lyrics

Film, Documentaries

Required Materials

All students must have with them, *at all times*, a binder filled with loose-leaf paper, a dictionary (a thesaurus is always an asset), and a fully-stocked pencil case.

Expectations

There is a direct link between the expectations teachers have for their students, the assumptions they make about their students' achievement, and how much/well students will learn. I maintain high expectations in the classroom because to expect less is a disservice to everyone. Therefore, students are expected to arrive to class on time, to report all absences according to school guidelines, to be respectful of themselves and others, to be cooperative, courteous and safe, to stay up to date with all assignments, to do their very best. Failing to comply with any of the above will inevitably affect one's grades.