

Course Expectations

English 12 is the standard course for students entering **university** immediately after high school. As such, students who successfully complete English 12 will be able to read and write at a first-year university level.

Another option exists for students who may not be planning to attend university immediately after high school and wish to focus on graduating from high school. Communications 12 is a provincially-examinable ministry course that teaches practical and technical communications, with a special focus on communications in an employment context. Successful completion of Communications 12, including sitting the exam, will give a student the required Language Arts credit to graduate. Many post-secondary institutions accept Communications 12 for their entrance requirements.

Because English 12 is about reading and writing in an academically rigorous way, and another option exists for students, the expectation is that you are serious about your learning. If you choose to pursue an English 12 credit, you will be challenged – and rewarded – with sophisticated language and literature.

Assessment

Assessment refers to the things we do to figure out what you've learned and what you need to learn.

Self-assessment is when you look at your own learning to see what you've accomplished and what you need to do next to carry your learning forward.

Formative assessment is when I look at your learning to see what you've accomplished and what we need to do next to carry your learning forward. This work is not graded, but must be completed in order for you to be successful.

Summative assessment is when I evaluate your work and assign it a grade according to set criteria. You will have had ample opportunity to practise the skills required through formative assessment tasks before you are graded.

Homework policy:

Forty minutes of homework will be assigned **each** class, requiring you to practice purposeful reading and writing on your own in your **Reading Response Log**. There will be very few exceptions to the daily homework, so budget your time so that you have blocked in time to complete your homework.

This homework is required practice to improve your reading and writing.

Written work must:

- ✓ Be written in blue or black pen
- ✓ Have your name, date, course and block, and "LeBlanc" at the top
- ✓ Be written neatly, double-spacing and single-siding if necessary
- ✓ Must be on paper free of wrinkles, smears or anything else that is not your writing

I will not receive work that does not meet these requirements.

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What to bring

You must bring everything that is necessary for the serious study of English to class:

- ✓ An open, thinking and critical mind
- ✓ Blue or black pen, pencil
- ✓ Course text(s)
- ✓ A novel of your choice
- ✓ A binder, with sufficient loose leaf paper
- ✓ Your Reading Response Log

Failure to bring any of the above is a significant obstacle to your serious study of English, and the solution may include time after school reflecting on the importance of preparedness.

You must NOT bring anything distracting from the serious study of English:

- ✗ Food or drink (water is the only exception)
- ✗ Communication or entertainment devices
- ✗ Other course materials

In the Classroom

Serious students of English behave in the following ways:

1. Being prepared (see above)
2. Being on time
3. Being attentive and respectful in class
4. Taking ownership for completing work
5. Using well the property of the school.

Failure to behave as a serious student will result in the following disciplinary consequences:

- a. Verbal warning
- b. Detention
- c. Referral to administration and parents

Absences

You are responsible for every class, whether you are present or not. You want to find someone in this block that you can call to catch up. If you are aware of your absence ahead of time, you are obliged to speak to me beforehand.

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Classroom Procedures

1 Vocabulary Development

Purpose: Maturing as a reader and a writer involves exposure to and mastery of new words, of increasingly sophisticated and specific meaning.

At the beginning of every single English class, you will have already written down the sentence of the day with the vocabulary word underlined. You will also make your best guess at the meaning of the word and write that definition down. At the end of silent reading, the correct definition will be written on the whiteboard; you will also write the correct definition down.

All this writing will be done on handouts provided, and kept at the front of your binder, where you will have a tab marked Vocabulary Development.

2 Silent Reading

Purpose: An essential part of every person's life is regular sustained reading. This classroom exercise is intended to nurture the life-long habit of reading.

Ordinarily, you will be responsible for bringing a **novel** or a **biography** of your own choosing, to read for 15 minutes at the beginning of every class. At different times during the year, and for different students, the teacher may modify this practice – students will be clearly informed as to what the expectation is.

3 Homework – Reading Response Log

Purpose: Student achievement increases when there is reasonable, purposeful homework to complete on a regular basis to reinforce the skills learned in class.

Ordinarily, the homework will be to read a short reading from the course text and respond in writing. Every single assignment will require you to write a full page of paper, top to bottom, margin to margin, **single spaced**.

This homework is required practice to improve your reading and writing. It is not optional.

4 Practice Portfolio

Purpose: Each student needs their active work-in-progress folder at their fingertips.

Each student should write their name on their Practice Portfolio and keep all work they complete in class in it. Ordinarily, students will keep the Portfolio in their binder. This Portfolio is crucial to your success – you should never be in class without it.

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5 Finished Folder

Purpose: Each student and the teacher needs to access evidence of achievement throughout the year to guide further work and improvement.

When you receive an assessment with a grade on it (one of those listed in the course description), that assessment tells the story of the numerical grade you receive for the course. This “story is crucial for parents, teachers, administrators, and most importantly your own understanding of what you have learned and what you need to learn. As such, it will be kept on file in the classroom while you complete English 12.

6 Binder Organization

Purpose: Your binder is your resource for improvement and success in English 12. For it to be useful to you, it must be organized and complete. It is also a record of your effort and work habits in English 12.

Organize your binder into 10 tabs in the following order:

- **Vocabulary Development**
- **Essays**
- **Oral Language**
- **Poetry**
- **Fiction**
- **Hamlet**
- **Literature Circles**
- **Exam Preparation**
- **Writing Development**

7 Extra Opportunity

Purpose: Every student should have every possible opportunity to succeed in their academic studies. The first opportunity available is to be responsible, cooperative and independent during the regular class time. If a student desires more opportunities for improving their level of achievement, the teacher is available.

Formerly called Extra Help, Mr. LeBlanc’s **Extra Opportunity** is available Thursdays from 3:15pm to 4 p.m. in Room 404.

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Work Habits Rubric

Work Habits Organizer	N Needs Improvement	S Satisfactory	G Good
Responsibility	Incomplete homework or classwork	Completes assignments and homework, even when late	Submits assignments and homework on due date
	Despite reminders, remains unproductive or off task	Returns to productive use of class time when reminded	Makes effective use of class time
	Disorganized, incomplete, or missing binder	Attends and completes binder fixing party	Has neat, well organized and complete binder
Cooperation	Habitually unprepared, late or absent	Occasionally late or missing materials	Comes to class on time with required materials
	Disruptive, negative impact on class	Responds to instruction in appropriate behavior	Respectful and cooperative behavior in class
Independence	Does not catch up on missed work due to late or absence	Responds to teacher cues for missed work	Takes responsibility for work missed due to absence
	Does not record, anticipate or prepare for evaluation	Aware of and ready for evaluation	Prepares well for evaluation
	Does not ask questions or attend extra help when necessary	Attends assigned extra help	Seeks clarification or extra help when necessary.

<u>Comments/ Plan for Improvement:</u>	<u>Work Habits Standing:</u>
<u>Signed (student)</u>	<u>Signed (Teacher)</u>

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Rights of Work Habit Standings

Excellent

A student will only be awarded an Excellent work habit mark at the end of a reporting period (October, January, June) if they have demonstrated consistently Good work habits and in their written reflection, can offer evidence that some or all of the following describe their work habits:

Responsibility: Demonstrates an industrious work ethic, eager to work and learn

Co-operation: A class leader consistently initiating positive and purposeful participation

Independence: A keen and enthusiastic learner actively seeking out personal growth and learning opportunities.

Good

A student with Good work habits can at any time report to **Extra Opportunity** or make an appointment to receive further, personalized instruction in how to improve their performance in an assessed task. The student can then redo the assessment according to agreement with the teacher in order to demonstrate a higher level of achievement and receive a higher grade.

Satisfactory

A student with Satisfactory work habits can attend **Extra Opportunity** – at the beginning of which time they will self-assess their in-class work and homework. When they are sure they have fulfilled their obligations, the teacher will look over their work and advise how they can have Good work habits from that point forth. After which, the student can request further instruction in improving their work habit or level of achievement.

Needs Improvement

Upon assigning a Needs Improvement work habits mark to a student, the teacher will write a progress report advising administration, the Grade Level Advisor and the parents.

A student with a Needs Improvement work habit must report to **Extra Opportunity** with a written plan of how they will improve their work habits. Upon presentation and discussion with the teacher, this written plan will become a contract. Fulfilling the contract will raise the student's work habits standing to Satisfactory.

The student may subsequently attend extra help to demonstrate evidence of their fulfilling the contract.