

English First Peoples 12

Key Dates (Tentative)

JAN 27 TO APR 15 -- PREPARE BLOCK (IN-CLASS READING, VIEWING, STORYTELLING, ETC.)	
Jan 27	First day
Feb 12 and Feb 13	No school
Feb 17	No school
Mar 2	Pre-University Skills and Concepts Test
Mar 2	Notes and Summaries Due
Mar 3	Progress Report #1
Mar 12	Storytelling Day
Mar 13	Creative Writing Assignment Due
Mar 13	Storytelling Reflection Assignment Due
Mar 16 to Mar 27	Spring Break
Apr 3 and Apr 6	No school
Apr 10 to Apr 16	Midterm Exam
Apr 15	Synthesis Essay Due (optional for 75+)
Apr 15	Short Story Reports 1, 2, and 3 Due
Apr 15	Progress Report #2
Apr 17	Make Up Day #1
Apr 17 at 3:01 PM	Learning Update Submitted to Office
APR 18 TO MAY 14 -- TRANSITION BLOCK (MIX OF PREPARE BLOCK AND WORK BLOCK)	
Apr 25	No school
May 4	Policy Symposium Presentation Due
May 15	No school
May 18	No school
May 19 to May 25	Final Exam
May 26 to May 29	Presentation Due
June 1	Progress Report #3
JUNE 1 TO JUNE 19 -- WORK BLOCK (MOSTLY INDEPENDENT IN-CLASS READING/WRITING)	
June 12	Commencement Ceremony
June 19	Expository Essay Due (film – theme) Persuasive Essay Due (policy) Creative Writing (revised) Assignment Due Synthesis Essay (revised) Assignment Due Textual Analysis Essay Due (poetry)
June 22	Make Up Day #2
June 22 at 3:01 PM	Final Grades Submitted to Office

Progress Report #1 – March 3, 2026

	HIGH SCHOOL LEVEL			PRE-UNIVERSITY LEVEL	
	50	60	65	75	80-100
Literary Discission		Identify theme, connection, and reflection after viewing course films and record this in your notes	Write “speed write” reflections after viewing course films (in preparation for discussion)	Participate with spoken or written comments at least 2 times during literary discussions	Come to literary discussion with notes and reflections already prepared
Notetaking and Summarizing	At least 5 pages of notes from <i>1493</i>	At least 10 pages of notes from <i>1493</i>	Notes from at least 2 chapters of <i>1493</i> and summary reflection for each chapter	16-20 pages of notes, double spaced (outline) from <i>1493</i>	3 “speed write” reflections from <i>1493</i> that connect to your notes
Writing Process	Complete the test (attempt it, use correct format)	Achieve 60 or higher on the Pre-University Skills and Concepts Test		Achieve 75 or higher on the Pre-University Skills and Concepts Test	
Theory and Systems Thinking					
Literature as a System (devices, elements, structures)					
Organization, Reflection, Discussion, and Formatting	Ask for help when needed and make your needs/goals known; Always write with your own voice; No AI; Use the school library and course sources for your research	Maintain course notebook (journal) using the correct format and participate in class discussions; use correct MLA format (especially capitalization, indentation, and in-text citation)		Paragraph and section structure supports focus on a thesis; reflection and connection support development of your own theories and are focused on your thesis; evidence is valid (makes sense, is noteworthy, and reflects reality – not baloney)	

Progress Report #2 – April 15, 2026

	HIGH SCHOOL LEVEL			PRE-UNIVERSITY LEVEL	
	50	60	65	75	80-100
Literary Discission	Participate in the Storytelling Day or attend the make up session	Identify theme, connection, and reflection after participating in the Storytelling Day and record this in your notes	Write “speed write” reflections after the Storytelling Day (in preparation for discussion)	During the discussion on storytelling, make explicit and well-reasoned connections to Johnson’s theories of narrative	Use extensive notes and reflections on your own process and observations in the storytelling discussion
Notetaking and Summarizing	At least 5 pages of notes from 1493	At least 10 pages of notes from 1493	Notes from at least 2 chapters of 1493 and summary reflection for each chapter	16-20 pages of notes, double spaced (outline) from 1493	3 “speed write” reflections from 1493 that connect to your notes
Writing Process	Complete the Creative Writing Assignment (50 or higher) (attempt, approximate, do the process) and attempt the Midterm	Achieve 60 or higher on the Creative Writing Assignment		Achieve 75 or higher on the Creative Writing Assignment	
Theory and Systems Thinking		Complete the short story reports (1, 2, and 3) (describe, connect, reflect in 5 paragraphs for each of the 3 stories)		Achieve 75 or higher on the Synthesis Essay (this is optional and is required for a final grade of 75 or higher; the highest final grade without this is 65)	
Literature as a System (devices, elements, structures)		Achieve 60 or higher on the Midterm Exam		Achieve 75 or higher on the Midterm Exam	
Organization, Reflection, Discussion, and Formatting	Attempt and approximate; Always write with your own voice; No AI; Use the school library and course sources for your research	<u>Short Story Reports:</u> Maintain course notebook (journal) using the correct format and participate in class discussions; use correct MLA format (especially capitalization, indentation, and in-text citation)		<u>Synthesis Essay:</u> 3 drafts + final draft is typed using MLA format and works cited is complete; before final draft turn in all drafts (complete these in-class); revision reflects depth/refinement and development of ideas; all LOAs; all Fs; coherent and meaningful; makes sense	

Progress Report #3 – June 1, 2026* (and Final Grade) (*work to that date)

	HIGH SCHOOL LEVEL			PRE-UNIVERSITY LEVEL	
	50	60	65	75	80-100
Writing Process	All steps and stages are attempted and work is done in-class	All steps and stages are attempted and approximated	All steps and stages are completed		
Theory and Systems Thinking	Express your own ideas and make connections and reflections	Writing and speaking reflects explanation based on evidence	Approaches literature as a system (devices, elements, structure)	Original theory that is clear and matters	Synthesis that is clear and matters
Literature as a System (devices, elements, structures)	Take notes and write summaries during lessons on systems thinking	Correctly define theory, system, systems thinking, and rigour	Correctly define, label, identify and use the literary devices, narrative elements, and narrative structures covered in class in your notes, creative writing, essays, quizzes, and exams (with approx. 90% accuracy)		
Organization, Reflection, Connection, and Formatting	Formatting and organization is attempted and progress is demonstrated	Formatting and organization is approximated	Written work correctly applies MLA formatting; multiple drafts reflect revision across time and process; all components of written work are done (almost entirely) in-class; use of conventions results in clarity and focus (organization of ideas; thinking made visible)		
Quality of Work <i>Expository Essay (film)</i> <i>Persuasive Essay (policy)</i> <i>Creative Writing</i> <i>Synthesis Essay* (revised)</i> <i>Textual Analysis Essay (poetry)</i>	Attempt and approximate; Always write with your own voice; No AI; Use the school library and course sources for your research	<ul style="list-style-type: none">- Own voice- In-class- Metacognition- Growth- Theory (systems thinking, connection, reflection, write what matters to you)- Five Fs- LOAs- 6 Stages (or your own process)- Multiple drafts- Reflection/connection- Notes		<ul style="list-style-type: none">- Own style- In-class (typing outside of class)- Deep revision- Extensive documentation- Synthesis (theory, systems thinking, connection, reflection, <u>must</u> matter)- Coherent and focused- Significant- Original (creative)	
* Synthesis Essay is for 75+ only (otherwise optional)					