



# Vanier Catholic Secondary

16 Duke Road, Whitehorse, YT Y1A 4M2  
Phone: (867) 667-5901 Fax: (867) 393-6370  
www.vcss.ca

**Course Outline for Drama 8**  
**School Year:** 2018-2019 – Semester 1/2  
**Teacher(s):** Sean McCarron

**Course Description:** Drama 8 is designed to help students improve in all aspects of their verbal communication, which special focus on the power of their voices and body language.

The Learning Outcomes for the course will foster competence in their oral and physical communications. They will work effectively with peers through projects and skits. Some of these scripts will be provided by me, while others will be written by students.

Students will peer and self assess the majority of their presentations. I am hoping to see students take risks and step out of their proverbial comfort zones.

Use of technology will challenge students, specifically in using Garage Band, iMovie, and green screens.

A strong work ethic, reliability, and respectful conduct are key qualities in any area of employment and eventually in adult life. Therefore, these qualities are also supported and encouraged in this course.

## Timeline of Course:

Month	Key Focus and Activities	Assessment and Evaluation
1. Sept/Feb	<p>The first month of our course will focus on building trust between students and greater comfort with “performing” in front of one another.</p> <p>We will introduce an array of improv games while also challenging students with short, scripted scenes and skits of their own making.</p> <p>On a weekly basis, I will also use a variety of games to encourage quick thinking, creativity, and teamwork: Scattergories, Charades, Pictionary, Balderdash, and Guesstures to name just five.</p>	<p>Students will peer and self assess their short performances in class. I am asking students to make an effort to exhibit strong and clear voices, along with effective and appropriate body language.</p> <p>Much of the course will rely on students working together, so these chances to collaborate will also be assessed.</p>
2. Oct/March	<p>Month two will see a continuation of month one, but a greater focus will be put on bigger projects, namely a few that will require using technology.</p> <p>The plan is to have students plan and produce a short TV series, comprised of 3-4 very short episodes.</p>	<p>The course outcomes will continually be assessed.</p> <p>Changes (improvements?) in their performance will be noted and recorded.</p>
3. Nov/April	<p>As the course winds down, students will complete their individual projects, which may include speeches, the sharing of spoken words poetry, and/or the recording of short “youtube” style videos, possibly with green screens.</p>	

	They will also be introduced to their final project, which this semester will take the form of a movie parody, to be completed in small groups of 3-4.	
4. Dec/May	The final month will see students complete any remaining projects.	The same assessment practices will continue through these months.
5. Jan/June	With such a short final month following Christmas, it'll be a chance to view and peer assess the projects, when we're not playing games and working on any last minute improvements to their improv skills.	

## Resources

Students are expected to come to class prepared to work hard, contribute, and act respectfully. Their course duotangs are stored within the classroom, along with pens and a class set of iPods.

## Connections to / activities supporting the School Growth Plan

This course supports the writing goals of the School Growth Plan. Though we focus mainly on verbal communication, there will be opportunities to write and revise, specifically when planning scripts, speeches, spoken word poems, and podcasts.

## Course Grade Breakdown

Learning Outcomes	60%
Major Projects	20
Final Course Project	20



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## Course Outline for Drama 9

School Year: 2018-2019 – Semester 1/2

Teacher(s): Sean McCarron

**Course Description:** Drama 8 is designed to help students improve in all aspects of their verbal communication, which special focus on the power of their voices and body language.

The Learning Outcomes for the course will foster competence in their oral and physical communications. They will work effectively with peers through projects and skits. Some of these scripts will be provided by me, while others will be written by students.

Students will peer and self assess the majority of their presentations. I am hoping to see students take risks and step out of their proverbial comfort zones.

Use of technology will challenge students, specifically in using Garage Band, iMovie, and green screens.

A strong work ethic, reliability, and respectful conduct are key qualities in any area of employment and eventually in adult life. Therefore, these qualities are also supported and encouraged in this course.

### Timeline of Course:

Month	Key Focus and Activities	Assessment and Evaluation
1. Sept/Feb	<p>The first month of our course will focus on building trust between students and greater comfort with “performing” in front of one another.</p> <p>We will introduce an array of improv games while also challenging students with short, scripted scenes and skits of their own making.</p> <p>On a weekly basis, I will also use a variety of games to encourage quick thinking, creativity, and teamwork: Scattergories, Charades, Pictionary, Balderdash, and Guesstures to name just five.</p> <p>By the end of this month, I will also challenge students to begin working together to use technology, specifically in the form of a “Trick Shot” video or a set of vlogs. Students can choose to work individually or with pairs.</p> <p>Many of these activities with finished products will also need to be rehearsed beforehand in front of a student-“director” or m.</p>	<p>Students will peer and self assess their short performances in class. I am asking students to make an effort to exhibit strong and clear voices, along with effective and appropriate body language.</p> <p>Much of the course will rely on students working together, so these chances to collaborate will also be assessed.</p>

2. Oct/March	Month two will see a continuation of month one, but a greater focus will be put on bigger projects, namely a few that will require using technology.  The plan is to have students plan and produce a short TV series, comprised of 3-4 very short episodes.	The course outcomes will continually be assessed.  Changes (improvements?) in their performance will be noted and recorded.
3. Nov/April	As the course winds down, students will complete their individual projects, which may include speeches, the sharing of spoken words poetry, and/or the recording of short "youtube" style videos, possibly with green screens.  They will also be introduced to their final project, which this semester will take the form of a movie parody, to be completed in small groups of 3-4.	
4. Dec/May	The final month will see students complete any remaining projects.	The same assessment practices will continue through these months.
5. Jan/June	With such a short final month following Christmas, it'll be a chance to view and peer assess the projects, when we're not playing games and working on any last minute improvements to their improv skills.	

## Resources

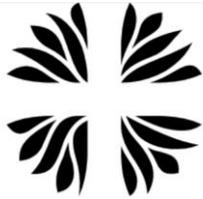
Students are expected to come to class prepared to work hard, contribute, and act respectfully. Their course duotangs are stored within the classroom, along with pens and a class set of iPods.

## Connections to / activities supporting the School Growth Plan

This course supports the writing goals of the School Growth Plan. Though we focus mainly on verbal communication, there will be opportunities to write and revise, specifically when planning scripts, speeches, spoken word poems, and podcasts.

## Course Grade Breakdown

Learning Outcomes	60%
Major Projects	20
Final Course Project	20



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**Course Outline for English 11**  
**School Year:** 2018-2019 – Semester 1/2  
**Teacher(s):** Sean McCarron

**Course Description:** English 11 is designed to help students improve in all aspects of written and verbal communication, with special consideration for the requirements of English 12.

The Curricular Competencies for the course will foster growth in their personal, descriptive, and analytical writing, while giving them a chance to collaborate on shared goals and to appreciate the power of words. Reading, writing and comprehension development will allow the student to be effective in the work place and everyday life.

A strong work ethic, reliability and respectful conduct are key qualities in any area of employment and adult life. Therefore, these qualities are supported and encouraged in this course. Many of these expectations are also addressed through our school's work on the Core Competencies.

The curricular competencies of this course cover the following areas:

- Comprehend and Connect:** Reading (short stories, poetry, articles, novels)  
Writing (personal, analytical, descriptive, narrative pieces)  
Viewing (images, symbols, videos, artistic representations)
- Create and Communicate:** Writing (metacognitive, quickwrite, less formal responses)  
Speaking (small group presentations and public speaking)  
Representing (fostering of non-written forms of communication)

A complete listing of all prescribed learning outcomes can be found at <https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses>

This course is a graduation requirement and will assist you in completing your Graduation Transitions program, which also gives you 4 credits.

### Timeline of Course:

Month	Key Focus and Activities	Assessment and Evaluation
1. Sept/Feb	Personal Writing will take priority this month, specifically in the form preparing students for the School Wide Write.	Most of the course's outcomes will be introduced during the first month.

	<p>They will also write descriptively about childhood memories and persuasively in the form of a formal letter. The defining themes of the first month together will include “What is you <i>Why?</i>” and “The Power of Play”.</p> <p>We will also review many of the conventions of language to ensure that students are up to date on the jargon I’ll use in class to develop their ability to communicate: sentence fragments, subject-verb agreement, comma splices and run-ons to name just four.</p> <p>We will work with texts that (hopefully) have personal relevance, specifically those dealing with technology and social media, the power of memory, importance of education, and peer pressure. A noted transition will take place from shorter, paragraph responses to longer, essay length compositions.</p>	<p>Students will be evaluated on their ability to comprehend their reading, to write for form and meaning, to follow the conventions of language, to develop style, to plan and brainstorm, to revise their writing and their peers, and to question what they read, among others.</p> <p>Rubrics and criteria for “Exceeding Expectations” will be provided by me or co-constructed, and students will have numerous opportunities to exhibit their learning.</p>
<p>2. Oct/March</p>	<p>The research paper will be introduced and students will have 8-10 periods to complete a 5 page essay.</p> <p>We will then transition to longer personal writes, including a synthesis essay which will contrast/compare their lives to a movie of their choice.</p> <p>The next theme discussed will centre around intelligence: “Book smarts v. Street Smarts, or Both?”</p> <p>By this month, we will have also introduced a novel and completed at least 8-10 exemplar evaluations. Students will read and comment on work provided by the province of BC, past students, and their peers.</p>	<p>We will continue to assess their competencies, reinforcing expectations from month one.</p> <p>Students will become confident at identifying and assessing the four main elements of compositions: meaning, form, style, and conventions.</p> <p>I also expect students to be integrating our Words of the Week (building vocab) and a variety of stylistic devices, which were introduced last month.</p>
<p>3. Nov/April</p>	<p>Students will finish their research papers before transitioning to a few other major projects including a novel project, a technological project, and a final “Novella”.</p> <p>I am leaning towards a power point project and/or the production of a podcast.</p> <p>During this month, a greater focus will also be put on the completion of their Grad Transition Plan, specifically the components that need to be written formally.</p> <p>The short novel will require students to display strong writing ability, good organization of thoughts, and knowledge of key elements: setting, characterization, theme, mood, conflict, tone etc.</p> <p>By this point, most of the outcomes for the course will have been addressed; now it’s time to give students further opportunities to show their learning.</p>	<p>We will continue from last month.</p> <p>But by now, we will have very clear understanding of what our strengths and weaknesses are.</p> <p>Students will also be encouraged to creatively devise ways to show their competency, outside of my teacher-assigned activities. The Freshgrade online portfolio program allows students to upload their own work, in an attempt to better display their skills and learning.</p> <p>It’s expected that parents too will have online access to this portfolio.</p>

4. Dec/May	<p>This month the literary terms for the course will be introduced, along with a more specific focus on the final exam.</p> <p>Students will work with a variety of texts, practically applying their comprehension of devices like simile, personification, metaphor, and the various types of character: flat, round, dynamic, static.</p>	<p>Will will complete a number of mock final exams this month while continuing to encourage students to revise and resubmit past assignments.</p> <p>Criteria for what constitutes “Meeting and Exceeding” expectations will still be discussed.</p>
5. Jan/June	<p>During the final month students will focus on completing their summative projects while preparing for their final exam.</p> <p>This will include writing a final synthesis essay, writing personally, and analyzing short texts.</p> <p>Students will also be given time to address any standards or competencies that may be lacking, in terms of producing more evidence/documentation or improving on minimal achievement.</p>	<p>Will will continue with the assessment and evaluation strategies fostered all semester.</p>

## Resources

Students are expected to come to class prepared with pens, pencils, paper and binders. Cell phones will be used as a tool for research, spell checking and time management as well as reminders for assignments. School computers and laptops will be used for most written assignments. Personal laptop use is encouraged.

Vocabulary development will be weekly. A list of new words will be kept and used in readings and writing as well as oral assignments. Students will periodically be asked to record notes, usually in the form of pictorial representations of what their finished products are supposed to look like (ex. Literary response paragraphs, formal essays, short stories).

## Connections to / activities supporting the School Growth Plan

This course supports the writing goals of the School Growth Plan. Oral and reading strategies will be reviewed. Non-fiction reading, and fiction reading, film study and media analysis will be completed using a variety of forms.

Common editing symbols will be used. Oral conversation will occur prior to writing. Daily vocabulary words will be taught or reviewed to assist all students including ELL students. Revision of written work will be encouraged and rewarded with increasing grades.

The school growth plan is about improving student writing. Students will write weekly about their journey towards graduation and future plans as well as other topics. This writing will be done after discussion and vocabulary development.

## Course Grade Breakdown

Curricular Competencies	40%	*Students’ in-class work comprises 70% of their overall course mark.
Major Assginments	14	

Research Paper	8
Final Novella	8

\*These summative assessments will also be assessed using the course’s curricular competencies

Final Exam	30
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**Course Outline for English 12**  
**School Year:** 2018-2019 – Semester 1/2  
**Teacher(s):** Sean McCarron

**Course Description:** English 12 is designed to help students improve in all aspects of written and verbal communication, with special consideration for those planning on pursuing post-secondary education.

The Curricular Competencies for the course will foster growth in their personal, descriptive, and analytical writing, while giving them a chance to collaborate on shared goals and to appreciate the power of words. Reading, writing and comprehension development will allow the student to be effective in the work place and everyday life.

A strong work ethic, reliability and respectful conduct are key qualities in any area of employment and adult life. Therefore, these qualities are supported and encouraged in this course. Many of these expectations are also addressed through our school’s work on the Core Competencies.

The curricular competencies of this course cover the following areas:

- |                                |  |
|--------------------------------|--|
| <b>Comprehend and Connect:</b> | <ul style="list-style-type: none"> <li>Reading (short stories, poetry, articles, novels)</li> <li>Writing (personal, analytical, descriptive, narrative pieces)</li> <li>Viewing (images, symbols, videos, artistic representations)</li> </ul>        |
| <b>Create and Communicate:</b> | <ul style="list-style-type: none"> <li>Writing (metacognitive, quickwrite, less formal responses)</li> <li>Speaking (small group presentations and public speaking)</li> <li>Representing (fostering of non-written forms of communication)</li> </ul> |

A complete listing of all prescribed learning outcomes can be found at <https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

This course is a graduation requirement and will assist students in completing their Graduation Transitions program which also gives them 4 credits.

**Timeline of Course:**

Month	Key Focus and Activities	Assessment and Evaluation
1. Sept/Feb	<p>Personal Writing will take priority this month, specifically in the form preparing students for the School Wide Write.</p> <p>The defining themes of the first month together will include “What is your <i>Why?</i>” and “The Power of Play”.</p> <p>They will also write descriptively about childhood memories and persuasively in the form of a formal letter.</p> <p>We will work with texts that (hopefully) have personal relevance, specifically those dealing with technology and social media, the power of memory, importance of education, and peer pressure. A noted transition will take place from shorter, paragraph responses to longer, essay length compositions.</p>	<p>Most of the course’s outcomes will be introduced during the first month.</p> <p>Students will be evaluated on their ability to comprehend their reading, to write for form and meaning, to follow the conventions of language, to develop style, to plan and brainstorm, to revise their writing and their peers, and to question what they read, among others.</p> <p>Rubrics and criteria for “Exceeding Expectations” will be provided by me or co-constructed, and students will have numerous opportunities to exhibit their learning.</p>
2. Oct/March	<p>The research paper will be introduced and students will have 8-10 periods to complete a 5 page essay.</p> <p>The next theme explored will centre around intelligence: “Book smarts v. Street Smarts, or Both?”</p> <p>We will then transition to longer personal writes, including a synthesis essay which will contrast/compare their lives to a movie of their choice.</p> <p>By this month, we will have also introduced a novel and completed at least 8-10 exemplar evaluations. Students will read and comment on work provided by the province of BC, past students, and their peers.</p> <p>In English 12, we are likely to read the classic novel, <i>Of Mice and Men</i>.</p>	<p>We will continue to assess their competencies, reinforcing expectations from month one.</p> <p>Students will become confident at identifying and assessing the four main elements of compositions: meaning, form, style, and conventions.</p> <p>I also expect students to be integrating our Words of the Week (building vocab) and a variety of stylistic devices, which were introduced last month.</p>
3. Nov/April	<p>Students will finish their research papers before transitioning to a few other major projects including a novel project, a technological project, and a final “Novella”.</p> <p>I am leaning towards a power point project and/or the production of a podcast.</p>	<p>We will continue from last month.</p> <p>But by now, we will have very clear understanding of what our strengths and weaknesses are.</p>

	<p>During this month, a greater focus will also be put on the completion of their Grad Transition Plan, specifically the components that need to be written formally.</p> <p>The short novel will require students to display strong writing ability, good organization of thoughts, and knowledge of key elements: setting, characterization, theme, mood, conflict, tone etc.</p> <p>By this point, most of the outcomes for the course will have been addressed; now it's time to give students further opportunities to show their learning.</p>	<p>Students will also be encouraged to creatively devise ways to show their competency, outside of my teacher-assigned activities. The Freshgrade online portfolio program allows students to upload their own work, in an attempt to better display their skills and learning.</p> <p>It's expected that parents too will have online access to this portfolio.</p>
4. Dec/May	<p>This month the literary terms for the course will be introduced, along with a more specific focus on the final exam.</p> <p>Students will work with a variety of texts, practically applying their comprehension of devices like simile, personification, metaphor, and the various types of character: flat, round, dynamic, static.</p>	<p>Will will complete a number of mock final exams this month while continuing to encourage students to revise and resubmit past assignments.</p> <p>Criteria for what constitutes "Meeting and Exceeding" expectations will still be discussed.</p>
5. Jan/June	<p>During the final month students will focus on completing their summative projects while preparing for their final exam.</p> <p>This will include writing a final synthesis essay, writing personally, and analyzing short texts.</p> <p>Students will also be given time to address any standards or competencies that may be lacking, in terms of producing more evidence/documentation or improving on minimal achievement.</p>	<p>Will will continue with the assessment and evaluation strategies fostered all semester.</p>

## Resources

Students are expected to come to class prepared with pens, pencils, paper and binders. Cell phones will be used as a tool for research, spell checking and time management as well as reminders for assignments. School computers and laptops will be used for most written assignments. Personal laptop use is encouraged.

Vocabulary development will be weekly. A list of new words will be kept and used in readings and writing as well as oral assignments. Students will periodically be asked to record notes, usually in the form of pictorial representations of what their finished products are supposed to look like (ex. Literary response paragraphs, formal essays, short stories).

## Connections to / activities supporting the School Growth Plan

This course supports the writing goals of the School Growth Plan. Oral and reading strategies will be reviewed. Non-fiction reading, and fiction reading, film study and media analysis will be completed using a variety of forms.

Common editing symbols will be used. Oral conversation will occur prior to writing. Daily vocabulary words will be taught or reviewed to assist all students including ELL students. Revision of written work will be encouraged and rewarded with increasing grades.

The school growth plan is about improving student writing. Students will write weekly about their journey towards graduation and future plans as well as other topics. This writing will be done after discussion and vocabulary development.

**Course Grade Breakdown**

	Learning Standards and Outcomes	30%	*Students' in-class work comprises 60% of their overall course mark.
	Major Assignments	14	
	Research Paper	8	
	Final Novella	8	
			*These summative assessments will also be assessed using the course's curricular competencies
Final Exam		40	This is a BC Provincial Exam