



# JAMES LYNG

— HIGH SCHOOL —

*\*Please take note that these Standards and Procedures may be subject to change per MEQ updates.*

<b>Course:</b>	ENG 206		
<b>Teacher:</b>	Mr Phelan	<b>Room:</b>	207
<b>E-mail:</b>	mphelan@emsb.qc.ca		
<b>Texts/workbooks:</b>	Various: novels, short stories, media and worksheets		
<b>Course description:</b>	The aim of this course is to develop and to perfect students' reading, writing and oral presentation skills and to allow students to communicate clearly and effectively in a variety of transactional forms. As well, the objective is to foster students' appreciation of literature, to encourage them to express their personal thoughts and beliefs in a creative and reflective manner. In addition, it provides them with techniques to organize their thoughts clearly and cohesively.		

TERM 1 – 20%		
Topics covered	Competencies targeted	
Define identities, influences, self-perceptions, roles in life, experiences and encounters. Essential components of reading and writing; Oral language and presentation skills; knowledge building  Novel/Short stories TBA	<ul style="list-style-type: none"> <li>• C1: Uses Language/Talk to communicate &amp; Learn</li> <li>• C2: Reads and Listens to Written &amp; Spoken &amp; Media Texts</li> <li>• C3: Produces Text for Personal and Social Purposes</li> </ul>	
Evaluation methods	Mark breakdown	Timeline
<b>Competency 1</b>  May include active listening; small group/class discussion; speeches; presentations; student/teacher conferences	<b>33%</b>	2-6 evaluation methods per competency throughout the term
<b>Competency 2</b>  May include reading assignments and projects; responses to literature; quizzes and tests on literature; homework	<b>33%</b>	
<b>Competency 3</b>  May include journal writing; short stories; poems; expository essays; video/photography/media; homework	<b>34%</b>	

<b>TERM 2 – 20%</b>		
<b>Topics covered</b>		<b>Competencies targeted</b>
Define identities, influences, self-perceptions, roles in life, experiences and encounters. Essential components of reading and writing; Oral language and presentation skills; knowledge building  Novel/Short stories TBA		<ul style="list-style-type: none"> <li>• C1: Uses Language/Talk to communicate &amp; Learn</li> <li>• C2: Reads and Listens to Written &amp; Spoken &amp; Media Texts</li> <li>• C3: Produces Text for Personal and Social Purposes</li> </ul>
<b>Evaluation methods</b>	<b>Mark breakdown</b>	<b>Timeline</b>
<b><u>Competency 1</u></b>  May include active listening; small group/class discussion; speeches; presentations; student/teacher conferences	<b>33%</b>	2-6 evaluation methods per competency throughout the term
<b><u>Competency 2</u></b>  May include reading assignments and projects; responses to literature; quizzes and tests on literature; homework	<b>33%</b>	
<b><u>Competency 3</u></b>  May include journal writing; short stories; poems; expository essays; video/photography/media; homework	<b>34%</b>	

<b>TERM 3 – 60%</b>		
<b>Topics covered</b>		<b>Competencies targeted</b>
Define identities, influences, self-perceptions, roles in life, experiences and encounters. Essential components of reading and writing; Oral language and presentation skills; knowledge building  Novel/Short stories TBA		<ul style="list-style-type: none"> <li>• C1: Uses Language/Talk to communicate &amp; Learn</li> <li>• C2: Reads and Listens to Written &amp; Spoken &amp; Media Texts</li> <li>• C3: Produces Text for Personal and Social Purposes</li> </ul>
<b>Evaluation methods</b>	<b>Mark breakdown</b>	<b>Timeline</b>
<b><u>Competency 1</u></b>	<b>33%</b>	

May include active listening; small group/class discussion; speeches; presentations; student/teacher conferences		2-6 evaluation methods per competency throughout the term
<b>Competency 2</b> May include reading assignments and projects; responses to literature; quizzes and tests on literature; homework	<b>33%</b>	
<b>Competency 3</b> May include journal writing; short stories; poems; expository essays; video/photography/media; homework	<b>34%</b>	

<b>Online platform:</b>	Google classroom
<b>Materials required for the course:</b>	
Teacher will provide necessary learning materials in class	

<b>Communication with parents/guardians:</b>	<b>Progress report/Report card schedule:</b>
Email or phone  mphelan@emsb.qc.ca	Progress report:      October 2024  Report cards:            November 2024 February 2025 June 2025

<b>Additional information and specifications:</b>

<b>Remediation Schedule</b>	
Days 1, 4, 6 (lunch) Days 7, 9 (after school)	Students should contact Mr. Phelan to set appointment for remediation on given days.

**Final results:**

