

TALENTA ACADEMY

OUTLINE OF COURSE OF STUDY

Course Title/Grade/Type: *English, Grade 12, University Preparation*

Ministry Course Code: ENG4U

Credit Value: 1.0

Department: English

Department Head: Dr. Dutta

Course Developed by & Date: Mr. Mahalingam, Dr. Dutta, June. 2017

Course Revised by & Date: Dr. Dutta, *June 2018*

Prerequisite: ENG3U, English, Grade 11, University Prep.

Policy Document: The Ontario Curriculum, Grades 11 and 12, English, 2007.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010

Course Description:

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

OVERALL CURRICULUM EXPECTATIONS

A. Oral Communication

By the end of this course, students will:

- A1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- A2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- A3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

B. Reading and Literature Studies

By the end of this course, students will:

- B1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
- B2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- B3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- B4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

C. Writing

By the end of this course, students will:

- C1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;

- C2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
- C3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- C4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

D. Media Studies

By the end of this course, students will:

- D1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- D2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- D3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- D4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

OUTLINE OF COURSE CONTENT

Units	Titles	Time
1	Course Introduction, Essay Studies/Writing <i>Students will</i> <ul style="list-style-type: none"> • <i>examine essays written in different rhetorical modes</i> • <i>write five-paragraph essays on given topics</i> 	14 hours
2	Novel Studies - Margaret Lawrence: <i>The Stone Angel</i> <i>Students will</i> <ul style="list-style-type: none"> • <i>study different elements of a novel</i> • <i>participate in classroom discussions</i> 	20 hours

	<ul style="list-style-type: none"> • <i>examine themes</i> • <i>analyze characters</i> • <i>identify and explain figurative devices</i> • <i>relate text experience to life and society</i> • <i>write formal literary essays</i> 	
3	Poetry, Short Stories, and ISU <i>Students will</i> <ul style="list-style-type: none"> • <i>study elements of poetry and short stories</i> • <i>participate in classroom discussions</i> • <i>examine themes and characters</i> • <i>relate text experience to life and society</i> • <i>write formal literary essays</i> 	15 hours
4	Play Studies - Shakespeare – <i>Hamlet</i> <i>Students will</i> <ul style="list-style-type: none"> • <i>study different elements of a play</i> • <i>participate in classroom discussions</i> • <i>examine themes</i> • <i>analyze characters</i> • <i>identify and explain figurative devices</i> • <i>relate text experience to life and society</i> • <i>write formal literary essays</i> 	25 hours
5	Modern play – <i>The Death of a Salesman</i> Or TBA <i>Students will</i> <ul style="list-style-type: none"> • <i>participate in classroom discussions</i> • <i>examine themes and characters</i> • <i>relate text experience to life and society</i> • <i>write formal literary essays comparing the two texts</i> 	15 hours
6	Media Studies <i>Students will</i> <ul style="list-style-type: none"> • <i>examine forms and techniques in media works</i> • <i>analyze elements of style in a variety of texts and assess their implications on individuals and society</i> • <i>identify and explain biases in various media works both individually and collaboratively</i> 	15 hours
Final Evaluations		6 hours
Total		110 hours

TEACHING AND LEARNING STRATEGIES

Teachers will bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. The activities offered should enable students to relate and apply these concepts to the social, environmental, and economical conditions and concerns of the world in which they live. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn in a meaningful way and to become life-long learners.

The English curriculum is based on the premise that all students can be successful language learners. A variety of teaching/learning strategies and delivery methods will be used to suit the varying learning styles. These will include

- Teacher-led discussion
- Individual teacher-student conferences
- Journal writing
- Case study
- Brainstorming
- Small group activities
- Direct instruction
- Mind mapping
- Personal reflection
- Role playing
- Independent reading
- Direct reading activities
- Peer analysis
- Guided writing
- Seminar
- Peer analysis
- Teacher-led discussion
- Research project
- Presentation

Instruction that encourages students to think about fairness, equity, social justice, and citizenship in a global society.

ASSESSMENT AND EVALUATION STRATEGIES

Assessment as or assessment for learning

The primary purpose of assessment is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation (*Assessment of Learning*) Strategies:

Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of overall expectations and which ones will be covered in instruction and assessment but not necessarily evaluated.

Evaluation will be implemented at or near the end of a period of learning, and may be used to inform further instruction. It is mainly used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others. These include

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

The tools highlighted will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Learning Logs (anecdotal) <input type="checkbox"/> Entrance tickets <input type="checkbox"/> Exit tickets <input type="checkbox"/> Homework(checklist) <input type="checkbox"/> Completed work(checklist) <input type="checkbox"/> Essay writing 	<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Quizzes (scale/rubric) <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Portfolios (rubric) <input type="checkbox"/> Posters (rubric/scale) <input type="checkbox"/> Graphic organizers (scale) <input type="checkbox"/> Peer feedback (anecdotal/checklist) <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric) <input type="checkbox"/> Webbing/Mapping (rubric/scale) <input type="checkbox"/> Entrance ticket <input type="checkbox"/> Vocabulary notebooks (anecdotal) 	<p>Student Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment <input type="checkbox"/> Journals/Letters/Emails (checklist) <input type="checkbox"/> Unit Tests (scale/rubric) <input type="checkbox"/> Exam <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Portfolio (rubric) <input type="checkbox"/> Posters (rubric/scale) <input type="checkbox"/> Graphic organizers (scale) <input type="checkbox"/> Reports (rubric) <input type="checkbox"/> Essays (rubric) <input type="checkbox"/> Visual Thinking Networks (rubric) <input type="checkbox"/> ISU (scale/rubric) <input type="checkbox"/> Story rewrite

	<input type="checkbox"/> Visual Thinking Networks (rubric)	
Observation <input type="checkbox"/> Whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist) <input type="checkbox"/> Interviews (checklist) <input type="checkbox"/> Seeking assistance	Observation <input type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale) <input type="checkbox"/> In Class work (checklist)	Observation <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale) <input type="checkbox"/> Role playing <input type="checkbox"/> Reader response
Conversation <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist) <input type="checkbox"/> Debate (rubric)	Conversation <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Peer-feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric) <input type="checkbox"/> Oral quizzes (scale/rubric)	Conversation <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Question and Answer Session (checklist) <input type="checkbox"/> Oral tests (scale/rubric)

THE FINAL GRADE

A final grade is recorded for every course, and a credit is granted for every course in which the student's final mark is 50% or higher. The final grade for this course will be determined as follows:

Percentage of Final Mark	Categories of Mark Breakdown
Term Work: 70%	<p>Assessment of Learning conducted throughout the Term.</p> <p>This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.</p>
Final Evaluation: 30%	<ul style="list-style-type: none"> • Final Examination 20% • ISU/Culminating Activity 10% <p>This final evaluation will be based on an evaluation of achievement from all four categories for the course and of over all expectations from all units of the course.</p>

The balance of the weighting of the categories of the achievement chart throughout the course is:

Knowledge and Understanding	25%	Application	25%
Thinking and Inquiry	25%	Communication	25%

CONSIDERATION FOR PROGRAM PLANNING

All students can succeed. Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified. Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners. The areas of concern to all teachers include the following:

Teaching Approaches

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society. Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are also integral to high-quality language instruction.

English as A Second Language

Students whose first language is not English will be allowed to use dictionaries during assessments for and as learning. Furthermore, they will be encouraged to speak English in class through pair/group work, and small class presentations. As well, students will enhance their knowledge of vocabulary

Attendance (Absences)

Regular class attendance is critical for students' learning, achievement of course expectations, and successful completion of the course. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and parents to explain the potential consequences of the absences, including failure to gain credits, and to discuss steps that could be taken to improve student attendance.

Students are responsible for acquiring the work missed due to absence before the following class. Students will be accommodated with a make-up class if necessary. The

teacher will use his/her professional judgment to determine alternate methods of evaluating students who are absent for a test or presentation, given the appropriate documentation.

The Role of Technology in the Curriculum

The use of technology has given students access to additional and powerful resources. Students can access internet resources and online versions of texts and simulation technology where applicable. Email can be a valuable communication device. Media and powerpoint presentations will use a variety of technical applications. Word processing is expected for all written submissions.

Career Education

Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills.

GENERAL SCHOOL POLICY, AND EXPECTATIONS OF STUDENT BEHAVIOUR

Necessary Materials for Classroom

Students should come to class with the required books and equipment. This includes three ring binder, notebook, textbook, pen, pencil, graph paper, ruler and calculator. There is not point being here unless you are prepared. Items not required for class should not be in evidence. These include other books, newspapers, magazines, food, drinks, cell phones, and all other electronic devices.

Tests and Exams

Attendance for tests and exams is a **must**. If the absence is for a valid reason and can be documented (e.g. a medical certificate) a makeup test may be arranged with the teacher. A note from a parent may be accepted at the discretion of the teacher or principal.

Homework

Homework will be assigned regularly. Students are expected to complete all assigned work, on a regular basis, without exception, because it is only through consistent practice

that skills and concepts are retained. Students can expect to spend approximately 2-4 hours per week on any one subject for homework or assignments. Completing homework is also a reflection of a positive attitude.

Late Assignments Policy and Extensions

Students will be given ample time and opportunities to submit their work. It will be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students will be understood that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments as listed in the School's course calendar.

Plagiarism

Students are reminded to become familiar with the Talenta Academy's policy concerning plagiarism. Any work submitted for one course may not be submitted for another course without the permission of the teachers of both courses. The creation of original work is a celebration of your intellectual curiosity. The unacknowledged use of another person's writing or ideas is a serious academic offence that will result in a zero for the assignment. If unsure about plagiarism, then consult with the teacher.

RESOURCES:

- ENG4U Text books:
 - Echoes – Fiction, Media, and Non-Fiction, 2002. Toronto, Ontario: Oxford Canada
 - The Act of Writing: Canadian Essays for Composition, 2004. Toronto, Ontario: McGraw-Hill Ryerson
 - Hamlet by William Shakespeare, 1987. Toronto, Ontario: Harcourt Canada
 - Inside Poetry, 2002. Toronto, Ontario: Harcourt Canada Ltd.,
 - Reading and Writing for Success, 1997. Toronto, Ontario: Harcourt Canada Ltd.
 - *Stone Angel* by Margaret Laurence
 - *The death of a Salesman - modern play*
- Multimedia, Movies, Video Clips, Power point slides
- Television, DVD Player
- Various internet websites
- Dictionary and thesaurus