



Toronto Central Academy

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Course Outline

Department:	English
Course Title:	English Literature
Grade Level:	Grade 12
Course Type:	University Preparation
Course Code:	ENG4U
Credit Value:	1.00
Prerequisite(s):	ENG3U Grade 11 English, University preparation
Policy Document:	<i>English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)</i>
Developed By:	G.Vanderkuur
Development Date:	November 2016
Revised By:	Gillian Matthews
Revision Date:	May 2021

COURSE DESCRIPTION / RATIONALE

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.

OUTLINE OF COURSE CONTENT

Units	Titles	Time (Hours)
Unit 1	Poetry	20
Unit 2	Short Fiction and Essay Building	30
Unit 3	Media Studies	14
Unit 4	Long Fiction: Novel Study: The House on Mango Street Drama: A Doll's House	40
Final Evaluation Preparation	Prepare for Visual and Oral Assessment	6
Total		110

OVERALL CURRICULUM EXPECTATIONS

Oral Communication

- 1. Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 2. Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3. 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.

Reading And Literature Studies

- 1. 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;
- 2. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- 3. Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- 4. 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.

Writing

- 1. Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 2. 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;
- 3. 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;
- 4. 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.

Media Studies

- 1. Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- 2. 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;
- 3. Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 4. 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.

TEACHING & LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts.

Along with some of the strategies noted in the assessment for, as and of learning charts below, strategies will include:

Activity Based Strategies	Arts Based Strategies	Cooperative Strategies
Play Acting Debates Podcast Production Videos	Illustration and Drawing Costume Design PowerPoints	Collaborative Creative Production Interviews Peer Practice Forum Discussions Think/Pair/Share

Direct Instruction Strategies	Independent Learning Strategies	Technology and Media Based Applications
Demonstration Activities Lecture Reciprocal teaching Review Visual Stimuli Visualization Workbook/Work Sheets	Homework Independent Study Memorization Note Taking Response Journal Annotating	Internet Technologies Media Presentation Multimedia Applications On-line Public Access

STRATEGIES FOR ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

There are three forms of assessment that will be used throughout this course:

Assessment for Learning: Assessment for Learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for Learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching.

Assessment for Learning is:

- Ongoing
- Is tied to learning outcomes
- Provides information that structures the teachers planning and instruction
- Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of Assessment for Learning is to create self-regulated and lifelong learners.

Assessment as Learning: Assessment as Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of Assessment as Learning is to enable students to monitor their own progress towards achieving their learning goals.

Assessment of Learning: Assessment of Learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observation*, *conversations*, and *student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

Assessment for Learning	Assessment as Learning	Assessment of Learning
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<p>Student Product</p> <ul style="list-style-type: none"> • Journals • Pre-tests • Exit Cards • Whiteboard Quizzes <p>Observation</p> <ul style="list-style-type: none"> • Class discussions • PowerPoint presentations • Performance tasks <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Small Group Discussions • Pair work 	<p>Student Product</p> <ul style="list-style-type: none"> • Pre-tests • Whiteboard Quizzes • Peer feedback • Exit Cards • Journals <p>Observation</p> <ul style="list-style-type: none"> • Class discussions • PowerPoint presentations • Performance tasks <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Small Group Discussions 	<p>Student Product</p> <ul style="list-style-type: none"> • Assignment • Tests • Exam • Reports • Portfolio <p>Observation</p> <ul style="list-style-type: none"> • PowerPoint presentations • Performance tasks <p>Conversation</p> <ul style="list-style-type: none"> • Student teacher conferences • Question and Answer Sessions
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EVALUATION

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart	Description	Wt.
Knowledge & Understanding	Subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding)	25%
Thinking	The use of critical and creative thinking skills and/or processes.	25%
Communication	The conveying of meaning and expression through various art form	25%
Application	The use of knowledge and skills to make connections within and between various contexts.	25%
Total		100%

FINAL MARK

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 arts.

70% of the grade will be based upon evaluations conducted throughout the course. 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.

30% of the grade will be based on a final evaluation. At least 20% of this evaluation will be a formal assessment. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

CONSIDERATIONS FOR PROGRAM PLANNING IN ENGLISH

Ministry Resources

The Ministry of Education has produced or supported the production of a variety of resource documents that teachers may find helpful as they plan programs based on the expectations outlined in this curriculum document. Those resources include the following:

Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario, 2003

Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Reading, Writing, Communicating, 2003

Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Media, Grades 7–10, 2005

Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills, 2004

Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005

These resources are available on the Ministry of Education website, at www.edu.gov.on.ca.

Instructional Approaches

The English curriculum is based on the premise that all students can be successful language learners. One of the keys to student success in mastering language skills is high-quality instruction.

Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, and differentiate instruction for individual students and small groups according to need. Teachers explicitly teach and model learning strategies and

encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practice and apply their developing knowledge and skills.

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.

Language is best learned through activities that present stimulating ideas, issues, and themes that are meaningful to students. Since no single instructional approach can meet all the needs of each learner, teachers select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practices. In effective English programs, teachers introduce a rich variety of activities that integrate expectations from different strands and provide for the explicit teaching of knowledge and skills. They also provide frequent opportunities for students to rehearse, practice, and apply skills and strategies, and to make their own choices.

Planning English Programs for Students with Special Education Needs

This is not applicable since The Erindale Academy does not have students with special education needs.

Program Considerations for English Language Learners

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for their English language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers who specialize in meeting their language-learning needs: English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. However, oral fluency is not a good indicator of a student's knowledge of vocabulary or sentence structure, reading comprehension, or other aspects of language proficiency that play an important role in literacy development and academic success. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the greater the language knowledge and skills that they have to catch up on, and the more direct support they require from their teachers.

Responsibility for students' English-language development is shared by the classroom teacher, the ESL teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding);

- previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Additional appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).
- Emphasize specific expectations, Stressing key words, writing on the board, repeating yourself with emphasis, etc.
- Use visuals like Graphs, charts, diagrams, images can all support students' comprehension of the lecture.
- Ask questions clearly, speaking in a way that students can understand. Try to avoid the stereotypical "foreigner talk"—excessively slow and loud speech. Just be aware that it can be difficult to understand rapid, idiomatic speech. Slow down a little and try to avoid slang.
- Be understanding, recognizing that some students will be very self-conscious about their imperfect English. They may be frustrated by not being able to freely articulate their complex thoughts. They may be concerned that their native-English speaking peers will think they're less intelligent if they don't speak perfect English.
- Provide detailed assignments with clear expectations. Some students have never written a paper in the American style. Some educational cultures value long, meandering introductions. Others value placing the thesis in the conclusion. Others value having only an implicit thesis. Generally, students will write the way they've been taught to write. If you have particular expectations, help students by being specific and clear.
- Expect written accents like insignificant errors, like a missing "the" or the wrong preposition or an unnaturally worded expression. Try to ignore these, just as you would ignore a speaker's accent as you focused on the ideas they were expressing.
- Teach citation very carefully. Many international students have been taught to reproduce well-respected texts verbatim, with no citation.

When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL), this information must be clearly indicated on the student's report card.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL support may still need some program adaptations to be successful.

Anti-discrimination Education

Overview

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate.

Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Schools also have the opportunity to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school.

Anti-discrimination Education in the English Program

Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for students new to Canada to share their knowledge and experiences with others. In addition, in the context of the English program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations.

Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which

often more are appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills* (available on the Ministry of Education website) provides a number of useful literacy strategies that focus on engaging boys in reading and writing and that can enhance the learning environment for both female and male students.

The development of critical thinking skills is integral to the English curriculum. In the context of what is now called “critical literacy”, these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing negative stereotypes, for the express purpose of critical analysis, teachers must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses.

Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them.

Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families. Teachers can help students link the understanding they gain in this regard to messages conveyed through the school's antibullying and violence-prevention programming.

Literacy, Mathematical Literacy, and Inquiry/Research Skills

Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives.

The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts.

Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The questioning they practiced in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

The Role of the School Library in the English Program

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely,

teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas; understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- locate, select, gather, critically evaluate, create, and communicate information;
- use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings for different audiences, using a variety of formats and technologies; use information and research with understanding, responsibility, and imagination.

The Role of Technology in the English Program

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the virtual classroom.

The Ontario Skills Passport and Essential Skills

Teachers planning programs in English need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school–work connections. The OSP provides clear descriptions of Essential Skills such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The Essential Skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. These Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit <http://skills.edu.gov.on.ca>.

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, practice 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. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

Cooperative Education and Other Forms of Experiential Learning

This is not applicable since The Erindale Academy does not offer cooperative education programs and other forms of experiential learning.

Planning Program Pathways and Programs Leading To a Specialist High-Skills Major

This is not applicable since The Erindale Academy does not offer programs leading to a Specialist High-Skills Major.

Health and Safety in the English Program

Although health and safety issues are not usually associated with language education, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. Teachers must preview and plan these activities carefully to protect students' health and safety.

RESOURCES

The Ontario Curriculum: The Ontario Curriculum, Grades 12: English, 2016 (Revised)
Elements of Literature: Fiction/Poetry/Drama (Scholes, R, Comley, N et al)
The Best Poems of the English Language (Harold Bloom)
A Doll's House by Henrik Ibsen
Movie version
The House on Mango Street by Sandra Cisneros
Dictionary; Thesaurus; Various internet websites; YouTube

ACHIEVEMENT CHART – GRADES 9 - 12, ENGLISH

Category	50-59% (Level 1)	60-69% (Level 2)	70-79% Level 3)	80-100% (Level 4)
Knowledge/Understanding	The student:			
knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)	demonstrates limited knowledge of forms, conventions, terminology, and strategies	demonstrates some knowledge of forms, conventions, terminology, and strategies	demonstrates considerable knowledge of forms, conventions, terminology, and strategies	demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies
understanding of information, ideas, concepts, and themes	demonstrates limited understanding of information, ideas, concepts, and themes	demonstrates some understanding of information, ideas, concepts, and themes	demonstrates considerable understanding of information, ideas, concepts, and themes	demonstrates thorough and insightful understanding of information, ideas, concepts, and themes
understanding of relationships among facts, ideas, concepts, and themes	demonstrates limited understanding of relationships among facts, ideas, concepts, and themes	demonstrates some understanding of relationships among facts, ideas, concepts, and themes	demonstrates considerable understanding of relationships among facts, ideas, concepts, and themes	demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, and themes
understanding of the uses and effect of rhetorical elements (e.g., stylistic devices, voice) in literary and informational texts	demonstrates limited understanding of the uses and effect of rhetorical elements	demonstrates some understanding of the uses and effect of rhetorical elements	demonstrates considerable understanding of the uses and effect of rhetorical elements	demonstrates thorough and insightful understanding of the uses and effect of rhetorical elements
Thinking/ Inquiry	The student:			
critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)	uses critical and creative thinking skills with limited effectiveness	uses critical and creative thinking skills with moderate effectiveness	uses critical and creative thinking skills with considerable effectiveness	uses critical and creative thinking skills with a high degree of effectiveness
inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	applies few of the skills involved in an inquiry process	applies some of the skills involved in an inquiry process	applies most of the skills involved in an inquiry process	applies all or almost all of the skills involved in an inquiry process
Communication	The student:			
communication of information and ideas (e.g., through logical organization)	communicates information and ideas with limited clarity	communicates information and ideas with some clarity	communicates information and ideas with considerable clarity	communicates information and ideas with a high degree of clarity, and with confidence
communication for different audiences and purposes (e.g., choice of language and style)	communicates with a limited sense of audience and purpose	communicates with some sense of audience and purpose	communicates with a clear sense of audience and purpose	communicates with a strong sense of audience and purpose
use of various forms of communication (e.g., essays, narratives, debates, poems, reports)	demonstrates limited command of the various forms	demonstrates moderate command of the various forms	demonstrates considerable command of the various forms	demonstrates extensive command of the various forms
Application	The student:			

application of required language conventions (e.g., grammar, usage, spelling, punctuation)	uses the required language conventions with limited accuracy and effectiveness	uses the required language conventions with some accuracy and effectiveness	uses the required language conventions with considerable accuracy and effectiveness	uses the required language conventions accurately and effectively all or almost all of the time
application of oral communication and media conventions and techniques	uses oral communication and media conventions and techniques with limited effectiveness	uses oral communication and media conventions and techniques with some effectiveness	uses oral communication and media conventions and techniques effectively	uses oral communication and media conventions and techniques effectively and creatively
application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context)	uses reading strategies with limited competence	uses reading strategies with moderate competence	uses reading strategies with considerable competence	uses reading strategies with a high degree of competence
application of the writing process (e.g., choice of topic, revision, use of resources)	uses the writing process with limited competence	uses the writing process with moderate competence	uses the writing process with considerable competence	uses the writing process with a high degree of competence
application of technology (e.g., choice of tools and software, ethical use)	uses technology with limited appropriateness and effectiveness	uses technology with moderate appropriateness and effectiveness	uses appropriate technology with considerable effectiveness	uses appropriate technology with a high degree of effectiveness
making connections (e.g., between English and other subjects, between English and the world outside the school, and between experiences and texts)	makes connections with limited effectiveness	makes connections with moderate effectiveness	makes connections with considerable effectiveness	makes connections with a high degree of effectiveness