Toronto Central Academy Course Outline

Course Title: English: Grade 12, University Preparation

Department: English

Grade Level: Grade 12

Course Code: ENG4U

Developed from: English, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised)

Prerequisite: ENG3U

Credits: 1.0

Developed by: Dave Porter

Development Date: 2007

Revised By: Gillian Matthews

Revision Date: Feb.2024

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.

Units: Titles and Timing

Unit	Title	Time
Unit 1	Poetry	20 hours
Unit 2	Short Fiction and Essay Building	30 hours
Unit 3	Media Studies- Parts of this unit will be covered throughout the term	14 hours
Unit 4	Long Fiction: *A Separate Peace*; Novel Study Independent Study Drama: *A Doll's House*	40 hours
Unit 5	Prepare For Visual and Oral Evaluation	6 Hours
Total		**110 hours**

Overall 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

Since the over-riding aim of this course is to help students use language skillfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

- Use positive ways to incorporate the needs of ESL students into the classroom environment e.g., phrases and syntax that express encouragement, requests for repetition, clarification, and restatement;

- Active learning strategies also enable students to apply their knowledge and skills to real-life issues and situations. A number of strategies are used including:

    … Issue Based Analysis

    … Media Analysis

- Include whole class, small group, and individual instruction;

- Use electronic technology as appropriate;

    … Multimedia Production

    … Independent research

- Address a variety of learning styles (i.e. Aural, Verbal, Physical, Logical, Social, Solitary);

    … Conferencing

    … Mentoring

    … Writing to Learn

    … Response Journal

    … Reporting Written/Oral/Media Brainstorming

- Provide opportunities for genuine inquiry;

    … Comparative/Literary/Persuasive Essay Writing

  …   Research

☐   encourage students in self and peer evaluation;

☐   Use diagnostic assessment for planning instruction (see Assessment FOR, AS, and OF learning Strategies);

☐   Use formative assessment to provide opportunities for practice and consolidation;

☐   Respect the cultural diversity of Ontario classrooms;

☐   Assign activities that need the production of a specific and concrete product expected of students;

  …   Creative Writing

  …   Journal writing

  …   Story Mapping

  …   Reading Responses

  …   Daily Log Reflection

☐   Monitor note-taking and summarizing and provide constructive feedback.

Assessment For, As, and Of Learning Strategies

Diagnostic Assessment (For)

is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.

Implementation Strategy
- Assess English language competency as it relates to this course

- Surveys, Icebreakers, Diagnostic Quizzes, Observation, Discussion, Responsive Writing Tasks

- Interviews and Feedback with teacher

Formative assessment (As)

is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

Implementation Strategy
- Learning expectations and criteria for assessment are communicated to students in advance.

- Frequent use of quizzes to provide feedback to student and teacher

- observation with teacher feedback to student

· Provide rubrics to that clarify performance expectations and levels of achievement for rich assignments

- Surveys, Writing Assignments and tasks, Observation, Forum Discussions, All Stages of Writing Process (Brainstorming, Planning, Drafting, Peer Editing, Feedback); Preparations for Presentations

- Provide ongoing feedback on their learning to help them establish goals for improvement

- Peer assessment of selected assignments, performances, presentations etc.

- Provide students with guidance to learn how to assess their own work and to set goals for improvement.

- Provide students with exemplars to illustrate achievement levels

- Provide students with opportunity to demonstrate authentic performance and to connect their learning to their own lives and society today

Summative assessment (Of)

may occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.

Implementation Strategy
- Summative assignments for each unit (Essays, Written Reflections; Oral and Visual Presentations; Novel Study Assignments)

Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students' level grades will reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.

 Final Oral and Visual Presentation that includes overall expectations of the course.

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	Wt.
Knowledge / Understanding	· Knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)	25%
	· Understanding of information, ideas, concepts, and themes	
	· 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	
Thinking/ Inquiry / Problem Solving	· Critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)	25%
	· Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	
Communication	· Communication of information and ideas (e.g., through logical organization)	25%
	· Communication for different audiences and purposes (e.g., choice of language and style)	
	· Use of various forms of communication (e.g., essays, narratives, forum discussions, debates, presentations, poems, reports)	
Application	· Application of required language conventions (e.g., grammar, usage, spelling, punctuation)	25%
	· Application of oral communication and media conventions and techniques	
	· Application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context)	
	· Application of the writing process (e.g., choice of topic, revision, use of resources)	
	· Application of technology (e.g., choice of tools and programs, ethical use)	
	· Making connections (e.g., between English and other subjects, between English and the world outside the school, between English and their own personal lives and experiences)	
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 English.

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 the evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

Program Planning Considerations for English:

The Role of Technology in the Curriculum. 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.

English as a Second Language and English Literacy Development (ESL/ELD). 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 course teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers <u>must</u> adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

1. adapting 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

2. 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)

3. use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)

4. 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).

5. Emphasize specific expectations, Stressing key words, writing on the board, repeating yourself with emphasis, etc.

6. Use visuals like Graphs, charts, diagrams, images can all support students' comprehension of the lecture.

7. 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.

8. 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.

1. 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.

2. 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.

3. Teach citation very carefully. Many international students have been taught to reproduce well-respected texts verbatim, with no citation.

Note: When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL or ELD course or not), this information must be clearly indicated on the student's report card.

Antidiscrimination 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.

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, encyclopedias, 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 Ontario Skills Passport and Essential Skills
http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml
Teachers planning programs in English studies need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). 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. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

Resources:

☐ The Ontario Curriculum: The Ontario Curriculum, Grades 11 and 12: English, 2007 (Revised)

☐ Short stories – Internet resources

- *A Separate Peace by John Knowles*

☐ *Selection of Teacher Approved Novel Study Books for Independent Study*

☐ *A Doll's House* by Henrik Ibsen

☐ Poetry – Internet resources

☐ Online Dictionary

☐ Online Thesaurus

☐ Various internet websites+

ACHIEVEMENT CHART – GRADES 11 AND 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	makes connections with limited effectiveness	makes connections with moderate effectiveness	makes connections with considerable effectiveness	makes connections with a high degree of effectiveness

school, and between experiences and								
texts)								