

## **ENG4U– Grade 12 English**

### **GENERAL INFORMATION**

Name of School: Rosedale Academy

Department: English

Course Developer: Bryan Thompson

Development Date: Feb 20, 2015

Revision Date: Feb 1, 2017

Course Title: Grade 12 English

Grade: 12

Course Type: University Preparation

Course Code: ENG4U

Credit Value: 1

Curriculum Policy Document: English, Grades 11 & 12, Ministry of Education 2003

Prerequisite: ENG3U

## **COURSE DESCRIPTION**

This course is designed to help students develop their knowledge of literary texts and enhance their use of the English language. The course adheres to the Ontario Curriculum and explores a wide range of media including audio, visual, written and online social media. In those media it explores persuasive, narrative, and informational texts through plays, films, novels and essays. This course also teaches students the importance of effective communication in multiple contexts. Each student will learn about and exercise skills in writing, presentation and the construction of multi-media texts. This course will prepare students for their academic futures through the development of these skills.

## **OVERALL EXPECTATIONS**

### **ORAL COMMUNICATION**

#### **By the end of this course, students will:**

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**

#### **By the end of this course, students will:**

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**

#### **By the end of this course, students will:**

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

### By the end of this course, students will:

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.

## OUTLINE OF COURSE CONTENT

	Name of Unit	Time Allocated in Hours
Unit 1	Power of Persuasion	25
Unit 2	Preserving Memory	27
Midterm Point		
Unit 3	Importance of Being Earnest	20
Unit 4	From the Page to the Screen	14
Unit 5	Reading and Writing Critically	24
	Total	110 hours

## TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies are used in this course to meet the needs of a diverse range of learners.

Oral Language	Reading	Writing	Learning Strategies
Class Discussion	Journal Responses	Writing Guides	Self-Assessments
Script enactment	Graphic Organizers	Brainstorming / Concept Mapping	Personal Reading Habits Metacognitive Activity
Debate	Reading Guides	Graphic Organizers in Writing	Reflective Activities
Socratic Questioning	Independent Reading	Writing Outlines	
Voice Oral presentation	Media Analysis Guides	Opinion Writing	
Acting Practice	Text Annotation	News Paper Article Writing	
	Vocabulary Acquisition Strategies	Peer Revision	

## STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Assessment for Learning	Assessment as Learning	Assessment of Learning
<b>Student Product</b> <ul style="list-style-type: none"> <li>Journals/Letters/Emails (checklist)</li> <li>Learning Logs (anecdotal)</li> <li>Entrance tickets</li> <li>Exit tickets</li> <li>Peer Assessment</li> </ul>	<b>Student Product</b> <ul style="list-style-type: none"> <li>Assignment</li> <li>Journals/Letters/Emails (checklist)</li> <li>Quizzes (scale/rubric)</li> <li>Rough drafts (rubric)</li> <li>Portfolios (rubric)</li> <li>Posters (rubric/scale)</li> <li>Graphic organizers (scale)</li> <li>Peer feedback (anecdotal/checklist)</li> <li>Essays (rubric)</li> </ul>	<b>Student Product</b> <ul style="list-style-type: none"> <li>Assignment</li> <li>Journals/Letters/Emails (checklist)</li> <li>Tests (scale/rubric)</li> <li>Exam</li> <li>Rough drafts (rubric)</li> <li>Portfolio (rubric)</li> <li>Posters (rubric/scale)</li> <li>Graphic organizers (scale)</li> <li>Reports (rubric)</li> <li>Essays (rubric)</li> <li>Presentations</li> </ul>
<b>Observation</b> <ul style="list-style-type: none"> <li>Whole class discussions (anecdotal)</li> <li>Self-proofreading (checklist)</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li>Class discussions (anecdotal)</li> <li>Presentations (rubric)</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li>Presentations (rubric)</li> <li>Performance tasks (anecdotal/scale)</li> <li>Elevator Pitch (rubric)</li> <li>Pecha Kucha (rubric)</li> </ul>
<b>Conversation</b> <ul style="list-style-type: none"> <li>Student teacher conferences (checklist)</li> <li>Small Group Discussions (checklist)</li> <li>Pair work (checklist)</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li>Student teacher conferences</li> <li>Small group discussions (checklist)</li> <li>Pair work (anecdotal)</li> <li>Peer-feedback (anecdotal)</li> <li>Peer-editing (anecdotal)</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li>Oral Presentation with question and answer session (rubric)</li> </ul>

## FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for the Ontario Secondary School Literacy Course.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

### Achievement Categories

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

### Achievement Chart

*A Summary Description of Achievement in Each Percentage Grade Range And Corresponding Level of Achievement*

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

## RESOURCES REQUIRED BY THE STUDENT

ENG4U Online Course of Study  
One of the novels for unit 2

## PROGRAM PLANNING CONSIDERATION

### Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and

technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
<b>Discussion forums</b>	Whole class discussion (written)	Creates a record of each student's contributions
<b>Group activities</b>	Small group collaboration and discussion (written)	Encourages student participation; creates a record
<b>Live Skype sessions</b>	Toronto teacher leads the lesson with students as a class	Observations of whole class and individual students
<b>Databases</b>	Students upload words, phrases, files, surveys, etc. to the database for peer assessment, presentation, or research	Student-centered data, peer assessment (as learning)
<b>Glossary</b>	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
<b>Workshop</b>	Students submit work for peer assessment to Moodle.	Peers assess each others work based on rubrics, etc. Promotes assessment as learning
<b>Peer Teaching</b>	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective
<b>Padlet</b>	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
<b>Thinglink</b>	Annotation of images and text	Allows students to comment and annotate text to improve critical reading skills and complete activities
<b>Journals</b>	Small group discussions using problem solving	Improves students' critical inquiry, and reflective thinking skills about the concepts learned within the course

### English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.

- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

**Career Education**

This course promotes skills effective for a variety of careers and informs students of some of the career opportunities where oral and written communication is considerable assets. Students will learn how to use English to inform audiences about ideas, persuade audiences to change their opinion or buy a product, and to formulate ideas. Students will also understand the importance of social media in their search for future education and career opportunities. Finally, this course also helps to prepare students for university application by providing a unit that helps them write a persuasive application essay. Beyond the immediate needs of the student, this also course focuses on demonstrating the value of English in jobs like business where clear communication is highly valued.

**Academic Integrity**

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers Skype weekly with their classes
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.

**Late and Missed Assignment**

Rosedale Academy provides a flexible, self-paced learning opportunity, which allows students to proceed through each course at their own speed. Students may submit any assignment from any unit while he or she is enrolled in this course. Assignments will not be accepted once the student's enrolment period has ended. Students must complete and submit all course requirements prior to booking their final exam. Course requirements include but are not limited to: assignments, tests, and learning log.