

## **ENGLISH 12 ENG4U**

### **COURSE OVERVIEW**

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 LEARNING OUTCOMES**

By the end of this course students will have learned:

- How to use speaking skills and strategies to effectively communicate in multiple forms and for multiple audiences.
- How to read a variety of texts including literary, informational and graphic texts and use a range of strategies to construct meaning.
- A range of different text forms, textual features and stylistic elements that help to communicate meaning.
- How to generate, gather and organize ideas for writing and communicate those ideas effectively.
- A range of different types of media and how each includes conventions for communicating ideas and meaning.
- How they can reflect on their skills and abilities and find areas for improvement.

## OUTLINE OF COURSE CONTENT

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

## 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
<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Script enactment</li> <li>• Debate</li> <li>• VoiceThread Response</li> <li>• Socratic Questioning</li> <li>• Oral presentation</li> <li>• Conversation Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Responses</li> <li>• Graphic Organizers</li> <li>• Reading Guides</li> <li>• Independent Reading</li> <li>• Media Analysis Guides</li> <li>• Text Annotation</li> <li>• Vocabulary Acquisition Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Guides</li> <li>• Brainstorming / Concept Mapping</li> <li>• Graphic Organizers in Writing</li> <li>• Writing Outlines</li> <li>• Opinion Writing</li> <li>• News Paper Article Writing</li> <li>• Peer Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Assessments</li> <li>• Personal Reading Habits</li> <li>• Metacognitive Activity</li> <li>• Reflective Activities</li> </ul>

## GRADE BREAKDOWN

The grade for this course is divided into two main components:

- 70% for Evaluation Activities (50% are Unit Tests and 50% are Assignments.)
- 30% for the Final Exam

## ASSESSMENT AND EVALUATION CATEGORIES

The achievement chart that follows identifies four categories of learning in science. The achievement chart is a standard Ontario guide for teachers and students. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

Category	Description	Percentage
<b>Knowledge &amp; Understanding</b>	This category measures a student's understanding of different types of texts and the concepts found in literature, media and communication.	25%
<b>Thinking &amp; Investigation</b>	This category measures planning, inferences and critical thinking skills.	25%
<b>Communication</b>	This category measures speaking and writing skills including oral language skills, written form, proper grammar and general clarity of expression.	25%
<b>Application</b>	This category measures how knowledge and skills are used to make connections within and between various contexts.	25%

**STRATEGIES FOR ASSESSMENT AND EVALUATION**

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>