



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	English Grade 12	Course Code: ENG 4U1
Course Type:	Grade 12 University Preparation	Credit Value: 1.0
Teacher(s):	Ms. Gayed, Ms. Shultis, Ms. Harder	

Course Description:
<p>This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.</p> <p>Prerequisite: English, Grade 11, University Preparation</p> <p><i>* ENG 4U1 is the pre-requisite for most university programs.</i></p>

Course Overall Expectations:	
Strand	Overall Expectations
Oral Communication	Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
	Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
	Reflecting on Skills and Strategies: reflect on and identify his/her strengths as listeners and speakers, areas for improvement, and the strategies he/she found most helpful in oral communication situations.
Reading and Literature Studies	Reading for Meaning: read and demonstrate an understanding of a variety of informational, literacy and graphic texts, using a range of strategies to construct meaning;
	Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
	Reading With Fluency: use knowledge of words and cueing systems to read fluently;
	Reflecting on Skills and Strategies: reflect on and identify his/her strengths as readers, areas for improvement, and the strategies he/she found most helpful before, during and after reading.
Writing	Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
	Using Knowledge of Form and Style: draft and revise his/her writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
	Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present his/her work effectively;
	Reflecting on Skills and Strategies: reflect on and identify his/her strengths as writers, areas for improvement, and the strategies he/she found most helpful at different stages in the writing process.
Media Studies	Understanding Media Texts: demonstrate an understanding of a variety of media texts;
	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;
	Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms conventions and techniques;
	Reflecting on Skills and Strategies: reflect on and identify his/her strengths as media interpreters and creators, areas for improvement, and the strategies he/she found most helpful in understanding and creating media texts.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning)

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
Novel study – two of <i>Frankenstein</i> or <i>The Handmaid’s Tale</i> , <i>Obasan</i>	Evaluations are varied and may include response writing, quizzes, tests, projects, seminars, oral presentations, essays, conferences, workshops, journals, and performances. Teachers will identify one major evaluation or set of evaluations per unit. Process work needs to be done in a timely way to be of value to the student and evaluated by the instructor.
Shakespearean play - <i>King Lear</i>	
Classical play - <i>Antigone</i> or <i>Oedipus Rex</i>	
Essay as literature - selections	
Media study - may be integrated into other units	
Poetry, short fiction	

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Strand	%
Writing	55
Reading and Literature	
Oral Communication	
Media	

Evaluation/Weight of Marks		
Evaluation	Percentage	
Term	Term work	55
	ISP Process	5
	ISP Essay	10
Summative	Oral (end of year)	5
	Sight passage exam- January	10
	In-Class Essay	15

Note that the Achievement chart for English identifies four areas of knowledge and skills: Knowledge and Understanding, Thinking, Communication, Application. These categories are used in a balanced fashion to develop quality assessment tasks and tools, plan instruction for learning, and provide meaningful feedback to students. (*English Curriculum 2007; Growing Success*)

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible 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;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*