Northern Secondary School
Course of Study and Evaluation Statement

Grade 12 English, ENG4C: College Preparation
2013-2014

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at http://www.edu.gov.on.ca/eng.curriculum.secondary/subjects.html

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000, located at http://www.edu.gov.on.ca/eng.curriculum.secondary/progplan912curr.pdf

1. Course Details
   • Program Area: English
   • Date of Development: June 2006; Revision: June 2006
   • Curriculum Leader: Dara Siegel; Assistant Curriculum Leader: Anthony Beard
   • Course title: ENG4C. Credit Value 1.0
   • Prerequisites(s) and co-requisite(s): English, Grade 11 College
   • Textbook(s) and resource materials that are essential to the course:
     Novels:
     George Orwell’s Animal Farm
     J.D Salinger’s Catcher in the Rye
     Stephen King’s Rita Hayworth and Shawshank Redemption
     Plays:
     Tennessee William’s A Streetcar Named Desire
     William Shakespeare’s Twelfth Night
     Arthur Miller’s Death of a Salesman
     Short Stories from: The Storyteller
     Business and Technical Writing: Foundations of English, Communicate!

2. Overall Goals
   • Course Description:
     This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

   • Overall Expectations in 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.

   • Overall Expectations In 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.

• Overall Expectations in 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.

• Overall Expectations in 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.

• Specific Curriculum Expectations

• Course content: unit titles in the sequence in which the material will be studied and a suggested time frame in hours as best as known at the time of printing:

**Unit 1:** Short Stories from The Storyteller - reflective writing; analysis questions; paragraph writing, creative writing (3 weeks)
**Unit 2:** Signing off Unit-reflective writing, writing use in the business world, news and magazine articles, in class job fair and presentation. (4 weeks)
**Unit 3:** A Streetcar Named Desire - analysis questions, creative writing, paragraph writing, film study, content test, dramatic performances (4 weeks)
**Unit 4:** Twelfth Night or Death of a Salesman -- analysis questions, in class quizzes, creative writing, dramatic performance, film review (4 weeks).
**Unit 5:** In class literary essay on major topics discussed in course texts. Broken down essay writing process with final essay written in class over two periods (3 weeks)
**Unit 6:** Animal Farm/Catcher in the Rye / Rita Hayworth and Shawshank Redemption analysis questions, seminars, content test, news articles on historical context, reflective writing (6 weeks)
**Unit 7:** Language Study throughout the year.
**Unit 8:** 30% Culminating Activity: Written in class Exam of core works and an oral presentation (4 weeks)

3. Program Planning Considerations
• **Individual Education Plan:** Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.

• **The Role of Technology in the Curriculum.** Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

• **English As a Second Language (ESL):** Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

• **Career Education:** Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.

• **Cooperative Education and Other Workplace Experiences:** The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf

4. **Learning Skills**

*Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are not part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. **Academic Honesty: Cheating and Plagiarism**

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. **Teaching Strategies**

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

• **Direct Instruction** is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.

• **Indirect Instruction** is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.

• **Interactive Instruction** relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.

• **Experiential Learning** is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations.

• **Independent Study** refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. **Assessment and Evaluation Strategies**

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.
Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

• In this course, the following evaluation strategies will be used: *Assessment and evaluation strategies planned for this course*
  - Reading and demonstrating an understanding of a variety of informational and literary texts.
  - Identifying elements of style in a variety of texts to show how they contribute to clear and effective communication.
  - Providing a variety of print and electronic primary and secondary sources to gather and assess information.
  - Teaching appropriate writing forms for various purposes and audiences, focusing on reports, correspondence and essays.
  - Revision, editing and proofreading of written work, using correct grammar, spelling and punctuation standards.
  - Review of common errors.
  - Teaching syntax, grammar etc. in the context of taught material.
  - Creative writing
  - Presentation skills development by class presentation.

8. *Achievement Chart*

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students’ achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Thinking/Inquiry</th>
<th>Communication</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>

9. *70% Mark on Course Work*

• Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student’s 70% grade. See NSS Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.
• Dates, type, components of the evaluations during the course (as much as is known at the time of writing)

10. *30% Grade Based on Course Culminating Activities*

• All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the NSS evaluation policy as printed in the Student Agenda Book.
• Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester
• *Type, components of the culminating evaluations (as much as is known at the time of writing)*

  Final Examination 15% of overall mark
  Culminating Presentation 15% of overall mark

11. *Determining Marks for the Midterm Provincial Reports in November and April*

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students’ grades will most likely change when the students’ entire work is evaluated by the end of the course.

12. *Determining the Mark for the Final Report Card*

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. *Teacher-Specific Information*

• Teachers are available for extra help upon request
Parents can contact teachers in the English department through the main office at (416) 393-0284 or Bob Browne (416) 928 - 2753