



**NIAGARA ACADEMY**  
**ENGLISH, GRADE 12, UNIVERSITY PREPARATION**  
**COURSE OUTLINE**

COURSE CODE:           ENG4U

DEVELOPED BY:        P. Mocha, 2002

REVISED BY:           P. Mocha (2007), C. Hillier (2010), J. Thomas, (2012, 2014), S. Milberry (2015), R. Lott/ C. Hillier (February 2017), R. Lott (2017), C. Byart (2018), M. Rowland (2019)

DEVELOPED FROM:    The Ontario Curriculum Grades 11 and 12, English, 2007,  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>

PREREQUISITE:        Grade 11 English, University Preparation (ENG3U)

COURSE  
DURATION:             110 hours

COURSE VALUE:        1.0 credits

**COURSE DESCRIPTION AND RATIONALE**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course

## OVERALL CURRICULUM EXPECTATIONS

<b>Oral Communication:</b> By the end of this course, students will:	
1.	<b>Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2.	<b>Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3.	<b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

<b>Reading and Literature Studies</b> By the end of this course, students will:	
1.	<b>Reading for Meaning:</b> read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2.	<b>Understanding Form and Style:</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3.	<b>Reading with Fluency:</b> use knowledge of words and cueing systems to read fluently;
4.	<b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

<b>Writing:</b> By the end of this course, students will:	
1.	<b>Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience;
2.	<b>Using Knowledge of Form and Style:</b> draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3.	<b>Applying Knowledge of Conventions:</b> use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
4.	<b>Reflecting on Skills and Strategies:</b> 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

<b>Media Studies:</b> By the end of this course, students will:	
1.	<b>Understanding Media Texts:</b> demonstrate an understanding of a variety of media texts;
2.	<b>Understanding Media Forms, Conventions, and Techniques:</b> identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3.	<b>Creating Media Texts:</b> create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4.	<b>Reflecting on Skills and Strategies:</b> 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.

**COURSE CONTENT AND EVALUATION**

Unit	Unit Description	Term Work Evaluation	Hours
Unit One	<p><i>Reading and Literature Studies:</i>            Various versions of the fairy tale,            Sleeping Beauty</p> <ul style="list-style-type: none"> <li>• Story Arcs</li> <li>• MLA citations</li> <li>• Elements of a Short Story (plot, setting, characterization, conflict, and theme)</li> <li>• How to find the theme</li> <li>• Literary terms</li> <li>• Grammar lesson: comma splices</li> <li>• Effective use of transition words</li> <li>• Structuring an analytical essay</li> <li>• Compare/Contrast essay writing</li> <li>• The Writing Process               <ul style="list-style-type: none"> <li>○ Brainstorming</li> <li>○ Writing Thesis Statements</li> <li>○ Outlines</li> <li>○ First Draft</li> <li>○ Peer Conferencing</li> <li>○ 2<sup>nd</sup> Draft</li> <li>○ Editing/Revisions</li> <li>○ Final Essay</li> </ul> </li> </ul>	17.5%	24.5 hrs
Unit Two	<p><i>Poetry: Exploring identity through Canadian Poets</i></p> <ul style="list-style-type: none"> <li>• Introduction to poetry</li> <li>• What is poetry?</li> <li>• Spoken Word Poetry</li> <li>• Difference between Poetry and Prose</li> <li>• Poetry terms and poetic devices</li> <li>• Poetry and Music</li> <li>• Analyzing Poetry using TPCASTT</li> <li>• Various Canadian Poets- mini bios, poems, and analyzing poetry               <ul style="list-style-type: none"> <li>○ Margaret Atwood</li> <li>○ Shane Koyczan</li> <li>○ Jeannette Armstrong</li> <li>○ Independent Study Project- Canadian Poets</li> </ul> </li> <li>• Writing/Creating various poetry               <ul style="list-style-type: none"> <li>○ Group Work- Spoken Word poem</li> </ul> </li> </ul>	17.5%	24.5 hrs

	<ul style="list-style-type: none"> <li>○ Unit Project- create a book of poems, a spoken word poem, a music video, or respond to various found poems</li> </ul>		
Unit Three	<p><i>Media Studies and Persuasive Writing</i></p> <ul style="list-style-type: none"> <li>● What is media? What is media literacy?</li> <li>● 5 key concepts of media</li> <li>● Types and Forms of Media (Print, Broadcast, Electronic, TV, etc.)</li> <li>● Persuasive Techniques used in advertising</li> <li>● Identifying Rhetoric used in persuasion (Ethos, Pathos, &amp; Logos)</li> <li>● Persuasive Essay Writing &amp; Structure</li> <li>● Evaluating Reliable Sources</li> <li>● Debate a media-related topic utilizing persuasive techniques in self-created medium (podcast, website, YouTube video, etc.)</li> </ul>	17.5%	24.5 hrs
Unit Four	<p><i>Novel Studies</i></p> <ul style="list-style-type: none"> <li>● Novel: "Catcher in the Rye" by JD Salinger</li> <li>● Identifying Themes</li> <li>● Identifying Motifs</li> <li>● Interpreting Symbols</li> <li>● Deconstructing characters</li> <li>● Reenacting dynamic scenes</li> </ul>	17.5%	24.5 hrs
Ongoing Unit (Culminating Activity)	<p><i>Genius Hour</i></p> <ul style="list-style-type: none"> <li>● Brainstorming Topic Choices</li> <li>● Pick your Passion</li> <li>● Developing Essential Questions</li> <li>● Finding Mentors</li> <li>● Developing a Pitch <ul style="list-style-type: none"> <li>○ Persuasion Techniques</li> <li>○ Professional PowerPoints</li> </ul> </li> <li>● Peer Reviews using RISE model for meaningful feedback</li> <li>● Pitch Presentations</li> <li>● Determining Deadlines <ul style="list-style-type: none"> <li>○ Creating steps to</li> </ul> </li> </ul>		<b>12 Hours</b>

	<p>research, make/create, and presenting a product</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Make/Create/Explain a product</li> <li>• Blogging/Vlogging- tracking progress</li> <li>• Final Presentations (TED style)</li> </ul>		
	<b>Total Term Work</b>	<b>70%</b>	<b>110 hrs</b>
<b>Final Evaluation</b>	<b>Culminating Activity (Genius Hour) Final Exam</b>	<b>10% 20%</b>	
	<b>FINAL MARK</b>	<b>100%</b>	

**\*\*Ongoing: Enhancing Vocabulary\*\***

Students find 5 new vocabulary words each week. All vocabulary words are added to a class list. Students are quizzed on 10 chosen vocabulary words based on class list.

## ASSESSMENT AND EVALUATION

**Evaluation and Reporting of Student Achievement** Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 24-25 of The Ontario Curriculum Grades 11 and 12, English, 2007, (<http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>). Activities and assignments that will be used to evaluate these skills are as follows:

Knowledge & Understanding	Thinking	Communication	Application
(30%)	(30%)	(20%)	(20%)
Oral Presentations Group Work Debates Discussion Reflective Writing Communication Note making Visual Displays Research Concepts	Analysis of Specific Topics and Issues Tests Group Work Discussions Personal Journals Depth of Research Brainstorming Case Studies	Brainstorming Categorization Oral and Written Communication Personal Journals Research Group Work Presentations Project Planning	Projects Reports Demonstrations Mind Mapping Simulations PowerPoint

**Learning Skills** will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

**Assessment for Learning** will be used as a process for seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

**Assessment as Learning** will focus on the explicit fostering of student’s capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Formative assessment be used by students to monitor their own and their peers’ progress.

**Assessment of Learning** will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be

used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success, or page 8 of this document)

Learning Skills will also be assessed and reported on the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement), and the document page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, as a guide (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>) .

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

**A final grade** is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

**Seventy per cent** of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.

**Thirty per cent** of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is

expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

### **TEACHING AND LEARNING STRATEGIES**

The English curriculum is based on the premise that all students can be successful language learners. One of the keys to student success in mastering language skills is high-quality instruction. Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. The following are specific strategies for teaching and learning. The teacher will provide meaningful activities and use a variety of teaching/learning strategies, such as the following:

- Assessment of prior knowledge and provision of differentiated instruction for individual students
- Teaching and modelling of learning strategies
- Problem solving with encouragement of risk taking in problem solving
- Individual and cooperative small group learning
- Role playing
- Simulations
- Teamwork
- Brainstorming
- Creation of scenarios for decision making
- Independent research
- Issue-based analysis
- Personal reflection
- Problem posing
- Seminar presentations
- Use of technology
- Hands-on applications
- Constructive or creative dialogue

### **CONSIDERATIONS FOR PROGRAM PLANNING**

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. For those students the teacher or school identifies as requiring accommodation, such as ELL or IEP students, the teacher may make accommodations without changing the knowledge and skills course requirements.

The following are examples of accommodations:

- The use of visual clues



- A variety of learning resources, such as bilingual dictionaries, assistive technologies
- Alternative assignments, or summative tasks
- Peer tutoring
- The granting of extra time and the use of oral interviews.

The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities

## RESOURCES

### **Unit 1: Reading & Literature Studies**

*Folk & Fairy Tales*, edited by Martin Hallet and Barbara Karasek, Broadview Press, 2009.

Comma Usage: <https://www.youtube.com/watch?v=GHnl1O3NGJk>

Finding a Theme: <https://www.youtube.com/watch?v=9H6GCe7hmmA>

### **Unit 2: Poetry**

“Lost Boy,” Ruth B- <https://www.youtube.com/watch?v=58TBZnvyGwQ>

“This Is My Voice,” Shane Koyczan- <https://www.youtube.com/watch?v=FHczVzGfyqQ>

“Touchscreen,” Marshall David Jones- <https://www.youtube.com/watch?v=GAX845QaOck>

“You Learn,” Alanis Morissette- <https://www.youtube.com/watch?v=GFw-WfuX2Dk>

“Artifacts,” Jeannette Armstrong

“History Lesson,” Jeannette Armstrong

“This is a Photograph of Me,” Margaret Atwood

“The Moment,” Margaret Atwood

### **Unit 3: Media Studies**

“Welcome to STRONG.” *S.T.R.O.N.G.*. NBC. 13 Apr. 2016. Television.

Evaluating Reliable Sources:

<https://www.easybib.com/guides/evaluating-website-credibility/> &

<https://www.education.wisc.edu/docs/WebDispenser/soe-documents/aics-lesson3-webpagecredibilitychecklist.pdf?sfvrsn=2>

#### **Unit 4: Novel Studies**

Salinger, J. D. *The Catcher in the Rye*. Back Bay Books, 2010.

Mountain, Jill D. *Studying The Catcher in the Rye*. 2002.

#### **Genius Hour:**

Wettrick, Don. *Pure Genius: Building a Culture of Innovation and Taking 20% Time to the next Level*.

Dave Burgess Consulting, Inc., 2014.