

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 12 English: College Preparation - ENG 4C

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
- Curriculum Leader: Lisa Rodopoulos
- Course title: English, Grade 12, College Preparation (ENG4C). Credit Value 1.0
- Prerequisite(s) and co-requisite(s): English, Grade 11, College Preparation
- Textbook(s) and resource materials that are essential to the course:
 - *Do Androids Dream of Electric Sheep?* by Phillip K. Dick **or** *Rita Hayworth and the Shawshank Redemption* by Stephen King **and** *World War Z* by Max Brooks **or** *All Quiet on the Western Front* by Erich Maria Remarque **or** *Interview with the Vampire* by Anne Rice **or** *Perfume* by Patrick Suskind
 - *A Raisin in the Sun* by Lorraine Hansberry **or** *Prairie Nurse*, by Marie Beath Badian

2. Overall Goals

- Course Description:

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.
- Overall Expectations in Oral Communication:
 1. Listening to Understand: listening in order to understand and respond appropriately in a variety of situations for a variety of purposes;
 2. Speaking to Communicate: using speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
 3. Reflecting on Skills and Strategies: reflecting 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:
 1. Reading for Meaning: reading and demonstrating an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
 2. Understanding Form and Style: recognizing a variety of text forms, text features, and stylistic elements and demonstrating understanding of how they help communicate meaning;
 3. Reading with Fluency: using knowledge of words and cueing systems to read fluently;
 4. Reflecting on Skills and Strategies: reflecting 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:
 1. Developing and Organizing Content: generating, gathering, and organizing ideas and information to write for an intended purpose and audience;
 2. Using Knowledge of Form and Style: drafting and revising 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: using 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: reflecting on and identifying 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:
 1. Understanding Media Texts: demonstrating an understanding of a variety of media texts;
 2. Understanding Media Forms, Conventions, and Techniques: identifying some media forms and explaining how the conventions and techniques associated with them are used to create meaning;
 3. Creating Media Texts: creating a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
 4. Reflecting on Skills and Strategies: reflecting 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:

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

- **Course content:** *unit titles in the sequence in which the material will be studied and a suggested time frame as best projected at the time of printing.*

Unit 1: Short Stories – graphic short story writing and design, dramatic reading/presentation. (3 weeks)

Unit 2: Group Novel Study – character report, media presentation, roundtable discussion, (4 weeks)

Unit 3: Independent Novel Study (Book Clubs) – mid-novel report, comparative essay, oral presentation (3-4 weeks)

Unit 4: Modern Drama – roundtable discussions, film comparison/review (3 weeks)

Unit 5: Poetry – poem movie poster, sight test (2 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 Language Learners (ELL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ELL 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 the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this course 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, and Self-Regulation. Teachers report achievement on the six 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. Plagiarism is the submission of the ideas or writings of another as if they were 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 teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. 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 centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning 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:
 - **Writing strategies include:** a character analysis, academic writing (reports, essay), and creative writing (short story, one act play, poems).
 - **Reading strategies include:** literature circles, reading several different forms of literature (short stories, poems, play, novel, non-fiction essays, and media articles), unit tests.
 - **Oral Communication strategies include:** listening tests, round table discussions, dramatic readings, and presentations.
 - **Media strategies include:** creation and formatting of film comparisons/reviews, media poster design, literary visual presentation design, pod casts

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, the following four strands will form the basis of reporting, according to the weightings shown:

Oral Communication	Media Studies	Writing	Reading and Literature Studies
20%	20%	30%	30%

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 FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

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 are included in the FHCI 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.

Approximate Date	Type of Culminating Activity	Percentage of Final Grade
Semester I – January 13 &14	Oral/Media Presentation	15%
Semester I during the Examination period	Final Examination (2 hours)	15%

11. Determining Marks for the Midterm Provincial Report in November

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 grade for the final report card will be the sum of the 70% Course term mark and the 30% Final culminating 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) 393-1860, x. 20090

ENG 4C1 COURSE EVALUATION PLAN

30% Culminating Final Activities (Final Evaluation)

Task	Achievement Chart Focus	Overall Expectations
Final Exam (15%)	Reading and Literature Studies Writing	R. 1, 2, 3, 4 W. 1, 2, 3, 4
Oral/Media Presentation (15%)	Writing Oral Media Reading	W. 1, 2, 3, 4 O. 1, 2, 3 M. 3 R. 2

70% Course Work

Grade ENG 4C Evaluation Plan

Unit 1: Short Stories

Task	Achievement Chart Focus	Overall Expectations
Graphic Short Story writing and design	Writing Media	W. 1, 2, 3, 4 M. 3, 4
Micro Drama Performance	Oral Communication Reading	O. 2, 3 R. 1, 2, 3, 4

Unit 2: Group Novel/Film Adaptation Study (*Do Androids Dream of Electric Sheep?*/*Blade Runner* or *Rita Hayworth and the Shawshank Redemption*)

Task	Achievement Chart Focus	Overall Expectations
Character Psychoanalysis Report	Writing Reading	W. 1, 2, 3, 4 R. 1, 2, 3, 4
Media Presentation	Oral Communication Media	W. 2, 3 M. 3, 4
Roundtable Discussion	Oral Communication	O. 1, 2, 3

Unit 3: Independent Fiction Study (*TBD*)

Task	Achievement Chart Focus	Overall Expectations
Mid-Novel Report	Reading Media	R. 1, 2, 3 M. 1, 2, 3, 4
Comparative Analysis Essay	Writing	W. 1, 2, 4
Oral Presentation	Oral Communication Media	W. 2, 3 M. 3, 4

Unit 4: Modern Drama (*A Raisin in the Sun* or *Prairie Nurse*)

Task	Achievement Chart Focus	Overall Expectations
Roundtable Discussions	Oral Communication	O. 1, 2, 3
Film Comparison/Review	Media Writing	M. 1, 2, 4 W. 1, 2, 3, 4

Unit 5: Poetry

Task	Achievement Chart Focus	Overall Expectations
Poem Movie Poster	Media	M. 1, 2, 3, 4
Sight Test	Reading	R. 1, 2, 3

All efforts will be made to keep evaluations as set. Sometimes, due to unforeseen circumstances, the delivery of the above plan may need to be adjusted to fit the needs of the students in any given class.

GLOSSARY OF CURRICULUM EXPECTATIONS

A) Oral Communication

- O. 1 ☞ Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- O. 2 ☞ Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- O. 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.

B) Reading and Literature Studies

- R. 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
- R. 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
- R. 3 ☞ Reading with Fluency: use knowledge of words and cueing systems to read fluently
- R. 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.

C) Writing

- W. 1 ☞ Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience
- W. 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;
- W. 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;
- W. 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.

D) Media Studies

- M. 1 ☞ Understanding Media Texts: demonstrate an understanding of a variety of media texts
- M. 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;
- M. 3 ☞ Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- M. 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.