



## Gr. 12 University English

<b>COURSE CODE</b>	ENG4U1	<b>GRADE</b>	12
<b>TEACHER(S)</b>		<b>CREDIT VALUE</b>	1.0
<b>DEPARTMENT</b>	English	<b>PREREQUISITE</b>	Gr. 11 University English
<b>Teacher Email</b>			

### **COURSE DESCRIPTION:**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

*Additional information can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>*

### **COMMUNICATION**

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the main office to leave a message at 416-395-3240.

### **GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY**

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

#### **Strategies to assist students in meeting deadlines include:**

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

### **GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY**

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

### **GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY**

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

If a student is absent for a major test, a note from a parent/guardian/doctor is required for the student to be able to take the test when he/she returns to school. Contacting the school and teacher ahead of time (if the absence is known in advance) is appreciated.

## ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

### ACHIEVEMENT CHART STRANDS

Strand	Overall Expectations	%
<b>Oral Communication (O):</b>	<ol style="list-style-type: none"> <li><b>Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</li> <li><b>Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li> <li><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.</li> </ol>	20%
<b>Reading and Literature Studies (R)</b>	<ol style="list-style-type: none"> <li><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;</li> <li><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;</li> <li><b>Reading With Fluency:</b> use knowledge of words and cueing systems to read fluently;</li> <li><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.</li> </ol>	30%
<b>Writing (W)</b>	<ol style="list-style-type: none"> <li><b>Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li><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;</li> <li><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;</li> <li><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.</li> </ol>	30%
<b>Media Studies (M)</b>	<ol style="list-style-type: none"> <li><b>Understanding Media Texts:</b> demonstrate an understanding of a variety of media texts;</li> <li><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;</li> <li><b>Creating Media Texts:</b> create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li><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.</li> </ol>	20%

## Units of Study Specific to this Class

*\*information in this chart is subject to change. Units will not necessarily follow this order.*

	ENGLISH Curriculum Strands Assessed			
	Listening & Speaking	Reading & Literature Studies	Writing	Media studies
1- English Essentials (10%)	X	X	X	X
2- Classroom Takeover (10%)	X			X
3- Literary Theory and Criticism (25%)	X	X	X	X
4- Novel/Drama Study (25%)	X	X	X	X
5- Independent Study Unit (15%)	X	X	X	X
6 - Exam (15%)		X	X	

### SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English ( <i>including a CLA*</i> )	2	1	1
Mathematics ( <i>including a CLA</i> )	1	1	1
Science or Social Sciences and Humanities ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )	-	1	-
Business Studies or Science ( <i>including a CLA</i> ) ( <i>May be substituted with 1 coop credit</i> )			1
Cooperative Education	2	2	2
<b>TOTAL</b>	<b>9</b>	<b>9</b>	<b>9</b>

\*Contextualized Learning Activity

## Content Warning for English Courses at GSHA

The content of this course has been chosen to be culturally responsive and to discuss course texts, current events, and many perspectives surrounding them. You will engage in independent reading and research. As a result you may encounter content that is challenging and/or unsettling. You may even find some content offensive and/or challenging.

As a teacher I will attempt to forewarn you of potentially difficult content, however, what will affect each individual. We will do some discussion around what to do when you encounter a challenging idea.

Please approach the material with an open mind, and ensure that your class interactions with classmates during discussions of these ideas are respectful.

If you feel uncomfortable or unsafe as a result of a text in this course, **do not** hesitate to reach out to your **teacher** so we can discuss strategies and approaches to give you a positive learning experience.