

<b>ENG4U Course Outline</b>	
<b>Name of School</b>	Learning Languages Institute
<b>Department</b>	English
<b>Course Developer</b>	Mr. Herb Alexander
<b>Course Development Date</b>	August 2008
<b>Course Reviser/Revision Date</b>	Hassan Mirzai
<b>Course Title</b>	English
<b>Grade</b>	12
<b>Course Type</b>	University
<b>Ministry Course Code</b>	ENG4U
<b>Credit Value</b>	1.0
<b>Developed From</b>	1. The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised); 2. Growing Success (2010)
<b>Prerequisite</b>	English Grade 11 University Preparation

## 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 analyze 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.

## Overall Curriculum Expectations

### A. Oral Communication

A<sub>1</sub> Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

A<sub>2</sub> Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

A<sub>3</sub> 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**

B<sub>1</sub> 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;

B<sub>2</sub> Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

B<sub>3</sub> Reading with Fluency: use knowledge of words and cueing systems to read fluently;

B<sub>4</sub> 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**

C<sub>1</sub> Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

C<sub>2</sub> 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;

C<sub>3</sub> 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;

C<sub>4</sub>. 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**

D<sub>1</sub> Understanding Media Texts: demonstrate an understanding of a variety of media texts

D<sub>2</sub> 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;

D<sub>3</sub> Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

D<sub>4</sub> 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.

## **Course Content**

Unit	Length
A. Oral Communication	25 Hours
B. Reading and Literature Studies	30 Hours

C. Writing	30 Hours
D. Media Studies	25 Hours
	Total
	110 hours

Units Listed in Sequence of Delivery	Time
<p><b>Short Stories and Writing Development (Units covered A,B,C)</b></p> <p>During this section of the course, students will explore literary works in detail, examining various meanings of a text and responding to items such as language, characterization, and structures. Students also explore the different types of writing and their characteristics; expository, descriptive, narrative, persuasive, and creative. Students will create their own personal narrative.</p>	25 hours
<p><b>Novel Study: The Great Gatsby ((Units covered A,B,C,D)</b></p> <p>Students will study F. Scott Fitzgerald's 'The Great Gatsby' which is a novel largely about America's obsession with wealth and money. Students will become familiar with the 1920's era also known as the "Roaring 20"s. This will provide students with a deeper insight of the characters of the novel. Students will analyze characters and there relation to the American Dream. The American Dream will be a major focus of this unit.</p>	30 hours

<p><b>Poetry (Units covered A,B,C,D)</b></p> <p>Students will study various types of poetic devices, as well as the oeuvre of various poets. Students will draw upon their knowledge and experience of literary analysis from previous units to examine themes, symbols, and motifs in poetry and learn to relate it to their personal experience and understanding.</p>	30 hours
<p><b>Media Studies (Units covered A,B,D)</b></p> <p>In the media studies unit, students will explore the effects of media on gender portrayal and the different types of techniques used for advertising. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</p>	25 hours
Total	110 hours

## Teaching and Learning Strategies

A wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These strategies include, but are not limited to:

- Mind Map
- Lecture
- Inquiry Process

- Discussion
- Worksheet
- Independent Study
- Note taking
- Research Process
- Media Presentation
- Computer Assisted Instruction
- Brainstorming

## Strategies for Assessment and Evaluation of Student Performance

	UNITS	Duratio n	OVERALL EXPECTATIONS	AFL	AAL	AOL	K 25 %	A 25 %	C 25 %	T 25 %
70 %	A	25	A1-A3	Worksheets Discussion Forum Reading Responses	Peer Assessment  Self-Asses sment	Creating a Short Story	√	√	√	√
	B	30	B1-B4	Worksheets Class Discussion Video	Questionna ire Survey Discussion Forum Self-Asses sment	America n Dream Project Book Cover Project	√	√	√	√

	C	30	C1-C4	Worksheet Class Discussion	Learning Log	Poetry Café Assignm ent Quiz	√	√	√	√
	D	25	D1-D4	Worksheets Videos	Reflective Discussion Self-Asses sment	Analysis of an Ad	√	√	√	√
30 %			A1-D4	and Final Exam 30% (Written Component)			√	√	√	√

## Program Planning

### PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected



means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience. Classroom teachers are key educators for a student's literacy and numeracy development. Each student has his or her own unique patterns of learning. Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs. Fairness is not sameness. In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

## **PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have

experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for their English language development. English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment. Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

## **ANTIDISCRIMINATION EDUCATION**

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students

strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate. Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship. Schools also have the opportunity to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school. Antidiscrimination Education in the English Program Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for

students new to Canada to share their knowledge and experiences with others. In addition, in the context of the English program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations.

## **LITERACY, MATHEMATICAL LITERACY, AND INQUIRY/RESEARCH SKILLS**

Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives. The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts. Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet. The questioning they practiced in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The

ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

## **THE ROLE OF THE SCHOOL LIBRARY IN THE ENGLISH PROGRAM**

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively.

The school library program enables students to: develop a love of reading for learning and for pleasure; acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world; obtain access to programs, resources, and integrated technologies that support all curriculum areas; understand and value the role of public library systems as a resource for lifelong learning. The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to: locate, select, gather, critically evaluate, create, and communicate information; use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives; communicate their

findings for different audiences, using a variety of formats and technologies; use information and research with understanding, responsibility, and imagination.

## **THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM**

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design and present the results of their research to their classmates. Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. Teachers will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

## 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. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practice expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

## Teaching / Learning Resources

1. *The Great Gatsby* by F. Scott Fitzgerald
2. *Teacher generated resources*
3. *Dictionary*