

## Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: University Preparation English

Grade Level: 12

Ministry Course Code: ENG4U

Teacher's Name: Claire Hutchings

Developed by: Claire Hutchings      Date: December 2009

Developed from: The Ontario Curriculum, English, Grades 11 and 12, 2007

Profile Name: Course Profiles, English, Grade 12, University Preparation

Text:

Prerequisite: ENG3U

Credits: One

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) \_\_\_\_\_

Approval Date:

## *Course Description/rationale*

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.

## *Overall Curriculum Expectations*

### **LISTENING TO UNDERSTAND**

**Listening to Understand:** Listen in order to understand and respond appropriately to a variety of situations for a variety of purposes.

**Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences with different audiences for a variety of purposes.

**Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and strategies they found most helpful in oral communication situations.

### **READING AND LITERATURE STUDIES**

**Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literacy and graphic texts, using a range of strategies to construct meaning;

**Understanding Form and Style:** recognizing a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning;

**Reading with Fluency:** use of knowledge of words and cuing systems to read fluently.

**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.

### **WRITING**

**Developing and Organizing Content:** generate, gather and organize ideas and information to write for an intended purpose and audience.

**Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose of the audience;

**Applying Knowledge of Conventions:** use editing, proofreading and publishing skills and strategies and knowledge to language conventions, to correct errors, refine expression, and present their work effectively.

**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.

### **MEDIA STUDIES**

**Understanding Media Texts:** demonstrate an understanding of a variety of media texts.

**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.

**Creating Media Texts:** create a variety of media texts for different purposes and audiences, using

appropriate forms, conventions and techniques.

**Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creator areas for improvement and strategies they found most helpful in understanding and creating media texts.

## ***Course Content***

<b><i>Unit</i></b>	<b><i>Length</i></b>
1, Unit 1. Everybody has a Story	30 hours
2. Unit 2. Voice of the Storyteller	25 hours
3. Unit 3. Telling the Story	29 hours
4. Unit 4. The Truth of the Story	26 hours
<b>Total</b>	110 hours

## ***Unit Descriptions***

### **Unit 1 - Everybody has a Story**

Students explore how story is part of their own lives and examine a variety of stories. Students analyse the influence of social, cultural, and economic values and perspectives on text. Narrative poetry, ballads, and song introduce the oral tradition of early story telling while mythology across various cultures could be used as an early form of story telling to explain the world and people's connection to it. Finally, students undertake an intensive study of a drama. Throughout these activities students develop skills for their culminating activity: the development of a script.

### **Unit 2 - Voice of the Storyteller**

Students develop skills in questioning, analysing, and responding to literature with a focus on voice and theme in the stories told. The culminating activities are a literary essay (analysis) and an oral presentation involving a panel discussion or press conference. As in the first unit, this unit also connects to the Independent Study Unit. Students continue to examine issues and themes, but also use these activities to provide practice and feedback for the written and oral components in Unit 4.

### **Unit 3 - Telling the Story**

Students investigate how story telling is grounded in the family unit. The focus is in the study/viewing of a play such as *Hamlet*, as well as on the literary study of non-fiction stories and the essay. Students read and analyse a variety of essays, reviews, editorials, biographies, and other forms of non-fiction. The culminating activity consists of an argumentative essay, a media work, and a report. As in Units 1 and 2, students continue to examine issues and themes, but also use these activities to provide practice and feedback for the written and oral components in Unit 4.

### **Unit 4 - The Truth of the Story**

Students select challenging texts and begin reading a variety of literary works (approved by the teacher) during Unit 1 in preparation for the Final Culminating Unit. These texts may include any combination of novels, drama, short stories, or essays. The choice of reading and the topics to be developed must connect to the theme of the truth of the story. The Independent Study Unit (ISU) provides students with an opportunity to demonstrate understanding of the interplay of social, cultural, and economic values and perspectives on the themes and interpretations of texts. Students read selected essays, reviews, and

criticism in order to present a report on the success of the novel, drama, short stories or essays. The final culminating unit has three components: a written essay, (literary or argumentative), an oral presentation, and a media creation.

## ***Teaching/Learning Strategies***

**The students will experience a variety of activities:**

### **Whole-Class Activities**

- Conduct Socratic lessons: provide review
- Teach and model required skills in each of the strands.
- Create an atmosphere of trust and respect
- Set up field trips, and video presentations
- Invite guest speakers
- Discuss literacy works

### **Small group Activities**

The teacher should create circumstances in which students may sometimes work in collaborative groups.

Students explore ideas, clarify their thinking, and gain insight and knowledge when they work together to solve a real problem or to reach a mutual goal.

- Writing activities
- pre-writing activities, such as brainstorming, webbing, or listening
- drafting
- conference groups
- revisions and editing groups
- dramatic readings and performances
- Research partners or workstation groups
- Tutorial groups for ISU

### **Individual Activities**

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher's plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing.

Teachers are encouraged to include individual activities such as the following in the course:

- Writing
- Reading responses
- Personal Writing
- Report Writing
- Essay Writing
- Script Writing
- Business and technical writing
- Independent research assignments
- Oral presentations
- Homework assignments

-Student-teacher conference

## ***Evaluation***

The student's final grade for the course will be determined as outlines in Program Planning and Assessment 2002 (p.15).

**Seventy per cent (70%)** of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course. 15% will be a culminating activity and 15% will be for the final exam.

<b>Type of Assessment</b>	<b>Category</b>	<b>Details</b>	<b>Weighting (%)</b>
<b>Formative (70%)</b>	Knowledge/ Understanding	-read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas and issues  -demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction drama, poetry and information.	13%
	Thinking/ Inquiry	-identify the informational material and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing  -identify the elements of style in a variety of informational and literary texts, focusing on how elements contribute to clear and accurate communication.	19%
	Communication	-use listening techniques and oral communication skills to participate in discussions and more formal activities, with a focus on using specialized languages appropriate on oral reports, role-playing and other presentations  -use organizational structures and patterns to produce coherent written work.	19%

	Application	-demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, based on ideas, themes, and issues examined in this course. -use knowledge of media forms, representations. audiences and industry practices to analyse a variety of media works		19%
<b>Summative (30%)</b>	Culminating Activity- 15% Exam- 15%	Students create a multi-media presentation about their progress and growth in the course.  Teacher made questions	Knowledge/ Understanding	6%
			Thinking/ Inquiry	8%
			Communication	8%
			Application	8%
<b>TOTAL</b>				100%

## *Assessment/Evaluation Strategies*

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays, that build towards and prepare students from the end-of-course culminating task in Unit 4. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, e. teacher adapt generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practise.

## *Resources*

### **General Resources**

Marshall, Amanda. *Everybody's Got a Story*. Sony Music Canada, 2001. ([www.amandamarshall.com](http://www.amandamarshall.com))

### **Websites**

English Language Arts Network: [www.elan.on.ca](http://www.elan.on.ca) (Useful materials and links to other English sites.)

Glossary of Literary Terms: [www.galegroup.com/free\\_resources/lit\\_kit/glossary.htm](http://www.galegroup.com/free_resources/lit_kit/glossary.htm)

The Literary Criticism Web: [www.cumber.edu/litcritweb/theory/newhistoricism.htm](http://www.cumber.edu/litcritweb/theory/newhistoricism.htm)

### Unit 3 Resources

Shakespeare, William. *Hamlet*. New York: Pocket Books, 1992. ISBN 0-671-72262-X

### **Writing Resources**

Messenger, William E. and Jan De Bruyn. *A Canadian Writer's Handbook*, 2nd ed. Scarborough: Prentice-Hall, 1986. ISBN 0-13-113259-8

### **Oral Language**

Jeroski, Sharon, David Fisher, Patricia McIntosh, and Helen Zwick. *Speak for Yourself*. Scarborough: Nelson, 1990. ISBN 0-17-603091-3

Miyata, Cathy. *Speaking Rules!* Markham: Pembroke Publishers. ISBN 1-55138-132-X

## ***Program***

This course is designed for students living in isolated Ontario communities which do not have access to high facilities, equipment, or teachers, associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness. Students are presented with 800 minutes of instruction/activity via internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, which approved print material available as a student resources in each classroom. The student and instructor communicate via internet, while a classroom mentor (a fully qualified teacher) assists in completing tasks in a timely manner and provides tutoring as required.