



CORNELL INTERNATIONAL ACADEMY

Course Outline

School Name: Cornell International Academy

Department Name: English

Ministry of Education Course Title:

English Grade 12, University Preparation

Ministry Course Code: ENG4U

Grade Level: Grade 12

Developed from: *English- The Ontario Curriculum Grades 11 and 12, 2007 (Revised)*

Text:

Imprints Volume 1 - Short Stories and Poetry

Gage Learning Corporation, 2002

ISBN: 13:978-0-7715-0948-3

ISBN: 10:0-7715-0948-0

Imprints Volume 2 - Essays, Media, Drama

Gage Learning Corporation, 2002 ISBN: 13:0-7715-0949-9

Checkmate: A writing reference for Canadians, Third edition

Nelson education ltd, 2013

ISBN13: 978-0-17-650256-0

Of Mice and Men

Prerequisite: English, Grade 11, University Preparation (ENG3U)

Credit Value: 1

Length: 110 hrs

Course Developer: Tyler Simon

Development Date: 2014

Revision Date: 2015

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. You will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create 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 you for university, college, or the workplace.

Student Expectations:

Oral Communication

1. Listening to Understand:

Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. Speaking to Communicate:

Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. Reflecting on Skills and Strategies:

Reflect on and identify their strengths as listener and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading and Literature Studies

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;

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;

3. Reading With Fluency:

Use knowledge of words and cueing systems to read fluently;

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.

Writing

1. Developing and Organizing Content:

Generate, gather, and organize ideas and information to write for an intended purpose and audience;

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;

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;

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.

Media Studies

1. Understanding Media Texts:

Demonstrate an understanding of a variety of media texts;

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

3. Creating Media Texts:

Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques

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.

Unit 1 - 25 hrs

Reading and Writing

In this introductory unit, students will revisit their knowledge of essay skills, including the use of rhetorical devices in argumentative writing and MLA usage. Students will explore informal writing in their creation of a personal essay and hone their formal writing skills through the analysis of short stories, articles, blogs and other written essays.

Unit 2 –20hrs

Media Awareness

Students will develop media awareness through the analysis of a variety of media for intended audience, intended purpose, and effectiveness. This will be ongoing throughout the year demonstrating how media is integrated deeply in our literature. We will look at film, advertising, and social media.

Unit 3 –20 hrs

Novel Study

In this unit, we will independently, and as a class, read *Of Mice and Men*. In this novel, students will discuss the characters, objects, and events that all imbue symbolic significance that communicate essential themes.

Unit 4 – 20 hrs

Short Story Study

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. Students develop skills in questioning, analysing, and responding to literature with a focus on voice and theme in the stories told. Students will be asked to write a reflective paper.

Unit 5 – 25 hrs

Satire

Disruptive, uncomfortable, and often funny, satire is both entertaining and provocative. Students will examine satire used in prose, drama and media. This unit emphasizes critically thinking upon the importance of historical and literary context that helps develop satire, and discovering, through close reading, the techniques used. Students will also further develop and refine their essay-writing techniques.

Final Evaluation - 3 hrs

The final assessment task is a three-hour final exam worth 30% of the student's final mark in the course.

Total 113 hrs

Each unit is evaluated on the basis of the following four categories of achievement

Knowledge/Understanding 15%
Thinking/Inquiry 20%
Communication 20%
Application 15%

For a detailed breakdown of achievement categories and levels of achievement, please see charts below.

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, and written forms, including media forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within the discipline; between disciplines; between personal experience and the world outside school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness

Teaching/Learning Strategies:

Students are exposed to a variety of genres throughout the course and develop skills to analyze and evaluate the effectiveness of texts which may include short stories, novels, non-fiction texts, plays, videos, and songs or other media texts from a wide range of cultures and time periods. Students identify and use various strategies including building vocabulary, learning to understand and use features and organization of texts, and developing knowledge of conventions. Throughout the course, students develop into stronger readers, writers, and oral communicators while making connections to the workplace and international events.

Strategies for Assessment and Evaluation of Student Achievement:

The following types of activities will be used to assess student learning: these fall under the assessments for learning and do not contribute directly to the student's overall mark

- Conferences
- Content Quizzes
- Group Discussions
- Note creation
- Homework Checks
- Group Analysis of a Text
- Written Responses
- Creating a Plot Synopsis of a text
- Charting Character
- Media Analysis
- Practice Oral Presentations
- Peer Revision (written material)

The following activities conducted throughout the year will be used as part of the student's Assessment of Learning evaluation and represent 70% of the student's Final Grade (Note: some activities, used in different contexts, are used for both formative and summative purposes.)

- Written Texts (online responses, Expository Paragraph, Literary Essays, articles)
- Conferences
- Content Tests
- Observation of Class
- Discussion contributions
- Oral Presentations
- Media Creation
- Media Analysis
- Text Analysis

70% Course Evaluation	30% End of course evaluation
<p>Media Analysis: Students will deconstruct an advertisement and explain the message being conveyed (10%)</p> <p>Satirical Essay: Students will choose and satirize a social issue for the purpose of drawing attention towards an important topic (15%)</p> <p>Multiple Choice Quiz&Short AnswerTest: Based on the novel being read throughout the class;Short answer responses that critique the novel (15%)</p> <p>NovelLiterary Essay:Students will use literary criticism techniques in order to analyze aspects of novel(10%)</p> <p>A Whiplash Speech: Based on the themes or topics presented in a literary work, or film. (10%)</p> <p>Retell, Relate, Reflect Journals: Students will write two journals based on readings or media watched and make personal and other connections. (5% each. Total 10%)</p>	<p>FinalExam 30%</p> <ul style="list-style-type: none"> - A mixture of short answer and multiple choice questions, a sight passage, and a short comparative essay at the end.

Program Planning Considerations for English:

Teachers who are planning a program in English must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2007 (Revised)*. The areas of concern to all teachers that are outlined there include the following:

- Education for Exceptional Students
- The Role of Technology in the Curriculum
- English as a Second Language (ESL) and English Literacy Development (ELD)
- Antidiscrimination Education in the English Program
- Literacy, Numeracy, and Inquiry/Research Skills
- Career Education
- Cooperative Education
- Health and Safety

Considerations relating to the areas listed above that have particular relevance for program planning in English are noted here.

Education for Exceptional Students. In planning courses in English, teachers should take into account the needs of exceptional students as set out in their Individual Education Plan. English courses reflect the creative part of our literary world, which offers a vast array of opportunities for exceptional students. Students who use alternative techniques for communication may find a venue for their talents as writers. Just as English responds to the needs and demands of the greater world of work, English courses are largely shaped by the needs and demands of students who will all eventually end up in this greater world.

The Role of Technology in the Curriculum. 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 virtual classroom. 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. Information technology is considered a learning tool that must be accessed by English students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, presentation software, and telecommunication tools, as would be expected in any business environment.

English As a Second Language and English Literacy Development (ESL/ELD). With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. However, oral fluency is not a good indicator of a student's knowledge of vocabulary or sentence structure, reading comprehension, or other aspects of language proficiency that play an important role in literacy development and academic success. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the greater the language knowledge and skills that they have to catch up on, and the more direct support they require from their teachers. Responsibility for students' English-language development is shared by the course teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

1. modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;

2. use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
3. use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
4. use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Note: When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL or ELD course or not), this information must be clearly indicated on the student's report card.

This English course can provide a wide range of options to address the needs of ESL/ELD students. Detailed analysis of the parts of speech, vocabulary and sentence, paragraph and essay structure will help ESL students in mastering the English language and all of its idiosyncrasies. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how their backgrounds and language skills can contribute to their success in the larger world.

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. Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. The development of critical thinking skills is integral to the English curriculum. In the context of what is now called "critical literacy", these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing negative stereotypes, for the express purpose of critical analysis, teachers

must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses. Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them. Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families.

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.

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.

Cooperative Education and Other Workplace Experiences. By applying the skills they have developed, students will readily connect their classroom learning to real-life activities in the world in which they live.

Health and Safety. The English program provides the reading skills for the student to be able to explore the variety of concepts relating to health and safety in the workplace.

Assignment Policy:

Should students not submit an assignment by the due date, the following will apply:

The assignment may be submitted the next class, but must be accompanied by reason for the assignment being late and there will be no penalty.

If the submission does not apply the above policy is the professional judgment of the teacher that will decide if other requirements will apply or penalties, including a mark of zero, will be given.

Missed Tests:

If students miss attest with legitimate reasons, they are responsible to write that evaluation on the day on which they return at a time set by teacher. For prolonged absences, the teacher will use his/her professional judgment to set new test dates for that particular student.

If student is not willing to take the test a mark zero will be given.

Attendance:

Attendance is crucial for all classes as is written in the school policies. After 3 days of missing, student will be asked to see the school principal and provide explanations about the reasons. For more than 3 days the process will follow the school policy about missing classes. With 30% absences in the course the credit will not be given.