

**Ashwood International Collegiate**

**COURSE OUTLINE 2024-2025**

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| **Name of school** | Ashwood International Collegiate |
| **Department** | English |
| **Course Developer** | Dr.Rashida Suleman |
| **Development Date** | June, 2024 |
| **Course Title** | English |
| **Grade** | 12 |
| **Course Type** | College Preparation |
| **Course Code** | ENG4C |
| **Course reviser** | Dr.Rashida Suleman |
| **Revision date** | August,2024 |
| **Credit Value** | 1 |
| **Curriculum Policy Document** | [English, The Ontario Curriculum, Grades 11 and 12, 2007](https://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf) |
| **Prerequisite** | English, Grade 11, College Preparation |

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| **Course Description:** |
| This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. |

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| **Overall Curriculum Expectations:** | |
| Unit1 | **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 listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. |
| Unit2 | **Reading and Literature Studies**  **1. Reading for Meaning**: read and demonstrate an understanding of a variety informational, literary, 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. |
| Unit3 | **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 informational, literary, 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.. |
| Unit4 | **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. |

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| **Outline of course Content and Description** | | |
| Unit 1 | **Oral Communication**  This unit will focus on listening, note-taking, and presentation skills, all of which are important to develop for college, university, and the workplace. The themes that tie this unit together are the fertile intersections created when people move and cultures meet. Students will hear inspiring stories of people who have had to start their lives over in new lands. Students will prepare a presentation of their own. | 24 hours |
| Unit 2 | **The Play**  In this unit students will be exploring the language and themes of Shakespeare's Macbeth, as well as the reading strategies that will help them understand the play. The skills of planning, organizing, drafting, revising, and polishing a literary essay is examined, and assessed throughout this unit. | 27 hours |
| Unit 3 | **Poetry and Short Stories**  The stories chosen for this course are familiar and interesting to students at this level. Short lessons on style are integrated into the study in this section in order to make matters such sentence structure, punctuation, and transitional devices more relevant to the work at hand. Similarly, the short poems in this unit reflect on topics that appeal students. poems are then presented in an online poetry workshop in which peers and teachers respond to the lines students produce | 29 hours |
| Unit 4 | **The Novel Study**  Students study vocabulary that occurs in the works, discuss issues such as human rights, and use their previous learning in the course to reflect upon and carefully edit their work in order to produce a fully polished final assignment. | 30 hours |
| Total | | 110hrs |

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| **Teaching and Learning Strategies:** | | |
| Chalk and Talk /Lecture | Self-Analysis | Problem Solving |
| Group work | Debate/ Discussion | Visuals |
| Questions/Answer | Researching | Think-Pair Share |
| Oral Presentations | Hand-On Activity | Direct Instruction |
| Workbook/Work Sheets | Estimating | Homework |
| Independent Study | Review | Practice and Drill |

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| **Strategies for Assessment & Evaluation of Student Performance:** |
| Ashwood International Collegiate’s approach to assessment and evaluation is based on the Ontario Ministry of Education's Growing Success 2010, document. Assessment is a systematic process of collecting information or evidence about student learning. Evaluation is the judgment we make about the assessments of student learning based on established criteria. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. The highlighted tools will be used for different assessments.  **Assessment as Learning Assessment For Learning Assessment Of Learning**   |  |  |  | | --- | --- | --- | | **Student Product**   * Journals/Letters/Emails (checklist) * Learning Logs (anecdotal) * Entrance tickets * Exit tickets | **Student Product**   * Assignment * Journals/Letters/Emails (checklist) * Pre-tests (scale/rubric) * Quizzes (scale/rubric) * Rough drafts (rubric) * Portfolios (rubric) * Posters (rubric/scale) * Graphic organizers (scale) * Peer feedback (anecdotal/checklist) * Reports (rubric) * Essays (rubric) * Webbing/Mapping (rubric/scale) * Entrance ticket * Vocabulary notebooks (anecdotal) * Visual Thinking Networks (rubric) | **Student Product**   * Assignment * Journals/Letters/Emails (checklist) * Tests (scale/rubric) * Exam * Rough drafts (rubric) * Portfolio (rubric) * Posters (rubric/scale) * Graphic organizers (scale) * Reports (rubric) * Essays (rubric) * Visual Thinking Networks (rubric) | | **Observation**   * Whole class discussions (anecdotal) * Self-proofreading (checklist) | **Observation**   * Class discussions (anecdotal) * Debate (rubric) * PowerPoint presentations (rubric) * Performance tasks (anecdotal/scale) | **Observation**   * Debate (rubric) * PowerPoint presentations (rubric) * Performance tasks (anecdotal/scale) | | **Conversation**   * Student teacher conferences (checklist) * Small Group Discussions (checklist) * Pair work (checklist) * Debate (rubric) | **Conversation**   * Student teacher conferences * (checklist) * Small group discussions (checklist) * Pair work (anecdotal) * Peer-feedback (anecdotal) * Peer-editing (anecdotal) * Oral pre-tests (scale/rubric**)** * Oral quizzes (scale/rubric**)** | **Conversation**   * Student teacher conferences (checklist) * Question and Answer Session (checklist) * Oral tests (scale/rubric) | |
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| **The Final Grade**  The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. The final grade for this course will be determined as follows:   * 70% of the grade will be based upon evaluations conducted throughout the course. This will be based on evaluations and assessments throughout the semester with quiz, unit assignments, unit tests and other strategiesof student product, observation and conversation. * 30% of the grade will be based on Culminating Activity (10%) andfinal exam (20%) administered at the end of the course. The exam will contain a summary of information from the course. |

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| **Knowledge:**Emphasizes the ability to recall factual information, recognize fundamental concepts and the foundational skills of the subject/discipline. | 25% |
| **Thinking:**Emphasizes the thinking skills used in thinking processes to demonstrate the student’s understanding of information they have processed. | 25% |
| **Communication:**Emphasizes the clear, precise and effective use of oral, written and visual language to communicate the student’s understanding of information and ideas | 25% |
| Application: Emphasizes the application and integration of knowledge, skills, processes and techniques to produce evidence of the student’s understanding. | 25% |

**Plagiarism/Cheating**

Students are instructed that plagiarism is the presentation of someone else’s work as their own. Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student’s own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment.

**Late Assignments/Tests**

In accordance with Growing Success teachers will monitor students’ submissions and make students aware of key dates for completing assignments and should plan his or her time accordingly. Assignments must be submitted in a timely manner. This may entail the implementation of a student contract, meeting with the principal to discuss the importance of meeting deadlines, informing parents/guardians or any other methods that will further student success.After which, missed assignments may receive a mark of zero and late assignments may be penalized via mark deduction.

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| **Considerations for Program Planning:** |
| **Students with special needs:**In planning courses in English, teachers will take into account the needs of exceptional students as set out in their Individual Education Plan. All English courses reflect the real world very closely, which offers a vast array of opportunities for exceptional students. Students who use alternative techniques for communication may find a venue for their talents inEnglish course as they go about researching the nature of theworld. Both environmental and assessment accommodations will be made for students with identified needs. However, the student must still participate in the regular course curriculum and the assessment and evaluation of the student's achievement will be based on the appropriate course curriculum expectations and achievement levels indicated in this course outline. If exceptional students require modified curriculum expectations in this english course, then these must be indicated in the student's Individual Education Plan. The assessment and evaluation of the student's achievement of these identified modified expectations will proceed based upon the achievement levels put forward in this course outline. |
| **English language learners:** As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.  This English course can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:   * modification of some or all of the course 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; * use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions); * modelling of preferred ways of working in english; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students’ first languages); * use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity); * use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English). |
| **Financial literacy education:**Communication skills are fundamental to the development of English literacy. Fostering students' communication skills is an important part of the teacher's role in the English curriculum. When reading in English, students use a different set of skills than they do when reading fiction or general non-fiction. They need to understand vocabulary and terminology that are unique to English, and must be able to interpret symbols, charts, diagrams, and graphs. In all English courses, students are expected to use appropriate and correct terminology, and are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged throughout their online English course to ask questions to their peers and teacher and, as well, to become proactive in the solving of their own questions through investigations. |
| **The role of information and communications technology:** Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers’ instructional strategies and support students’ learning in English. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine English tasks, allowing students to devote more of their efforts to thinking and concept development.  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 equation editors as would be expected in any environment.  Applications such as databases, spreadsheets, dynamic geometry software, dynamic statistical software, graphing software, computer algebra systems (CAS), word-processing software, and presentation software can be used to support various methods of inquiry in English. Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.  Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic 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 ways in which this technology is being abused – for example, when it is used to promote hatred.  Teachers, too, 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:**English definitely helps prepare students for employment in a huge number of diverse areas - Engineering, Science, Business, etc. The skills, knowledge and creativity that students acquire through this course are essential for a wide range of careers. Being able to express oneself in a clear concise manner without ambiguity, solve problems, make connections between this English course and the larger world, etc., would be an overall intention of this English course, as it helps students prepare for success in their working lives. |
| **Cooperative education,** 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. Cooperative education and other workplace experiences will broaden their knowledge of employment opportunities in a wide range of fields. In addition, students will increase their understanding of workplace practices and the nature of the employer employee relationship. Teachers of English should maintain links with community-based workers to ensure that students have access to hands-on experiences that will reinforce the knowledge they have gained in school. |
| **Health and safety:** The English program provides the reading and analytical skills for the student to be able to explore the variety of concepts relating to health and safety in the workplace. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure that students can read and understand the importance of issues relating to health and safety in the workplace. |

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| **Resources:** |
| Two novellas: Of Mice and Men, and The Pearl by John Steinbeck.  Handouts, documents and online resources will be provided by the teacher. |