Ontario eSecondary School
Course Outline
2022-2023

Ministry of Education Course Title: English, University Preparation	
Ministry Course Code: ENG4U	
Course Type: University Preparation	
Grade: 12	
Credit Value: 1.0	
Prerequisite(s): English, Grade 11, University Preparation	
Department: English	
Course developed by: Sarrah Beemer	**Date:** July 1st, 2017 **Revised:** September 26, 2021
Length: One Semester	**Hours:** 110

This course has been developed based on the following Ministry documents:
1. *English, The Ontario Curriculum, Grades 11 and 12*, 2007, (revised)
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
3. *Learning for All (2013)*

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

Oral Communication
By the end of this course, students will:
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.

Reading and Literature Studies
By the end of this course, students will:
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
By the end of this course, students will:
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
By the end of this course, students will:
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.

COURSE CONTENT

Unit	Length
Unit 1: Critical Thinking	3 hours
Unit 2: MLA Citations and Essay Writing	8 hours
Unit 3: Literary Theories	5 hours
Unit 4: Animal Farm	14 hours
Unit 5: Hamlet	25 hours
Unit 6: Medicine Walk	21 hours
Unit 7: Independent Study Unit	34 hours
Final Exam	2 hours
Total	***110 Hours**
	*Plus 2-Hour exam

UNIT DESCRIPTIONS

UNIT 1: Critical Thinking Skills

In this unit, you will begin ENG4U by learning about Critical Thinking. This unit will be a strong foundation for the reminder of the course. Through information, readings and some neat videos, students will learn to critically think.

UNIT 2: MLA Citations and Essay Writing

Students will learn about the MLA documentation style. Students will then learn more about various types of essay writing style. This will be used as a framework for future assignments in this course.

UNIT 3: Literary Theories

Students will learn about various literary theories like Formalism, Marxism and Feminism and apply these lenses when studying different texts. A very basic way of thinking about literary theory is that these ideas act as different lenses critics use to view and talk about art, literature, and even culture. The different lenses also allow critics to focus on particular aspects of a work they consider important. Students complete an analysis of media from the scope of a chosen literary lens as well as create their own infographic providing information on a specific literary theory.

UNIT 4: Animal Farm

Students will engage with and explore a Big Idea surrounding the dynamics of power in *Animal Farm:* power corrupts, communication influences understanding and relationships among diverse cultures and groups, elements of communication forms can be combined and manipulated to express ideas and create different effects, audience and purpose influence choices in content, style and organization, power comes from taking/assuming responsibility, power is inherent, but how it is used is the issue, communication can/is influenced by a system, power influences reasoning and decisions and persuasion is power. Students will understand the elements of fiction, such as allegory, satire, and propaganda and how they are used to manipulate thinking. Students will expand vocabulary through reading, listening, and discussing. By the end of this Unit students will be able to understand the concepts of bias, propaganda, persuasive techniques and recognize these in various media. Students complete various media related assignments for this unit and a unit test.

UNIT 5: Hamlet

Hamlet is a story that depicts questionable action and consequence concerning the feigning or actuality of madness and insanity. Can students hone their own voice of reason and viewpoint of character motivation as they are pulled into the dramatic events of the play? Can negotiations between Ethos and Pathos teach us something deeper about the human condition and what Shakespeare wanted his audience to encounter? This media focussed Unit will engage a historic play while pushing students to transfer their technological skills in two projects, one a media conversion project and another a text messaging assignment.

UNIT 6: Medicine Walk

Students will engage with and explore a Big Idea of "Illusion versus Reality" in a novel study unit on Richard Wagemese's novel, *Medicine Walk.* Students will negotiate and take a stand on current indigenous issues to learn about inspiring characters, and how place and setting will work to deconstruct notions of justice, prejudice and coming of age. Students complete an oral presentation assignment for this unit and a unit test.

UNIT 7: Independent Study Unit

Students will select a text from a predetermined list and will complete the required components of this independent study unit. Emphasis will be placed on developing an original and thought-provoking thesis statement. Integration of secondary research into the literary essay will also be important. Students will apply the lessons and numerous skills they have acquired throughout the course to this ongoing unit.

TEACHING AND LEARNING STRATEGIES

The students will experience a variety of activities:

Discussions with instructor which are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) through video conferencing, email, or telephone conversations with the subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

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 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:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

Individual assignments are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and video recording.

Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

Ongoing project work is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Reading students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Journals are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

Reflective/Comparative analysis for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

We grow up thinking of reading and writing as two of the classic 'three Rs", and once we learn how to do them well, many assume that there's no need to think more of them. However, there are nuances to both. This course explores what writers have known for centuries: there are many, many ways to write and read.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

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 for the end-of-course culminating task in Unit Five. 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, i.e. check bricks; teacher-adapted 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 practice.

ASSESSMENT ACTIVITIES

- ❏ Homework assignments
- ❏ Individual conference meetings
- ❏ Diagnostic tests and writing tasks
- ❏ Free-writing journals
- ❏ Outlining and planning sheets
- ❏ Completed Templates & Graphic Organizers
- ❏ Editing Checklists
- ❏ Reflections
- ❏ Oral presentations & Active Listening
- ❏ Creative Writing & Story Development
- ❏ Tests & Exam
- ❏ Essay Writing
- ❏ Evaluations

EVALUATION

The final grade will be determined as follows:

- ❏ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

- ❏ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

    (*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 2: Important Issues Essay	Students will select a topic and complete a final essay on said topic. Research will be required.	K, I, C, A	10
Unit 3: Infographic Assignment	Students will work and create an infographic on a selected literary theory to inform others about the interesting facts on this literary theory	K, I, C, A	5
Unit 4: Unit Test	Students will complete a Unit Test consisting of multiple choice, short answer and quotation analysis.	K, I, C, A	5
Unit 4: Literary Essay	Students will complete a literary essay. They will choose their topic from a list pertaining to the theme and demonstrate various essay styles.	K, I, C, A	10
Unit 4: Propaganda Assignment	Students will create their own propaganda material for *Animal Farm*. They will demonstrate an understanding of propaganda and an understanding of characterization in *Animal Farm* by creating a propaganda material for one of the animals on the farm.	K, I, C, A	10
Unit 5: Text Messaging Assignment	Students will read a scene and consider how this scene would unfold if it was a text message between the characters.	K,I,C,A	5
Unit 5: Media Conversion Project	As intelligent consumers and interpreters of media (text, audio, or visual), it is important for us to understand the conventions of these media sources to understand how meaning can be shaped and created by form and selection of content. You will take ideas/elements (e.g., content, theme, character, imagery, symbols/conflict, plot, etc.) from Shakespeare's original script of Hamlet, and translate them into another medium.	K,I,C,A	10
Unit 6: Medicine Walk Presentation Assignment	Students will give a presentation on an issue facing Indigenous peoples in Canada. They will need to find 3-5 news articles that represent Native issues, and state statistically why this is the case. They will also need to provide possible solutions to this issue.	K, I, C, A	10
Unit 6: Unit Test	Students will complete an open book novel test that comprises T/F, multiple choice, short answer, quotation analysis and long answer questions about the novel *Medicine Walk.*	K, I, C, A	5

FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
Independent Study Unit	Students will select a text from a predetermined list and will complete the required components of this independent study unit. Emphasis will be placed on developing an original and thought-provoking thesis statement. Integration of secondary research into the literary essay will also be important. Students will apply the lessons and numerous skills they have acquired throughout the course to this ongoing unit.	SUM	15
Final Exam	An exam to cover the major units studied through this course. This will be 3 hours in length.	SUM	15

Weight	
Course Work	**70**
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	**30**
Exam	15
Culminating Project	15

AFL/AAL/AOL Tracking sheet:

Unit 1:Critical Thinking

AAL	AFL	AOL
Critical Thinking Notes		
Critical Thinking Diagnostic		

Unit 2: MLA Citations and Essay Writing

AAL	AFL	AOL
End of Unit Conversation	Essay Template	Important Issues Essay
	MLA Style Guide	

Unit 3: Literary Theories

AAL	AFL	AOL
Discussion (Literary Theories)	*The Princess Bride*: Literary Criticism Review	Infographic Assignment
End of unit conversation	*Literary Theory Research Chart*	

Unit 4: Animal Farm

AAL	AFL	AOL
Chapter Questions	Quotation Analysis Test	Propaganda Assignment
Character Chart		Literary Essay
End of Unit Conversation		Unit Test
Peer Editing Checklist		

Unit 5: Hamlet

AAL	AFL	AOL
Hamlet Anticipatory Activities	PCAST Analysis Activity	Media Conversion Project
Theme Trackers Acts 1-5	Writing Assignment	Text Messaging Assignment
End of Unit Conversation		

Unit 6: Medicine Walk

AAL	AFL	AOL
Character list	Author Questions	Medicine Walk Presentation Assignment
Chapter Questions	Theme Trackers 1-4	Unit Test
End of Unit Conversation	End of Book Questions	

Unit 7: Culminating Unit

AAL	AFL	AOL
ISU Book Choice	Thesis Check	Reader Response Journals
	Essay Template	Annotated Bibliography
	Essay Rough Copy	Literary Paper
	Peer and Self Edit Checklist	Oral Presentation

Finals

AOL
Independent Study Unit
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING 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.

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 percent 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.

THE ROLE OF TECHNOLOGY IN THE 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.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ❏ *Instructional accommodations:* such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ❏ *Assessment accommodations:* such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ❏ Provide step-by-step instructions.
- ❏ Help students create organizers for planning writing tasks.
- ❏ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ❏ Permit students a range of options for reading and writing tasks.
- ❏ Where an activity requires reading, provide it in advance.
- ❏ Provide opportunities for enrichment.