

## COURSE INFORMATION SHEET

**DATE:**

**SECONDARY SCHOOL:** BISHOP ALLEN ACADEMY

**DEPARTMENT HEAD:**

**TEACHER:**

**DEPARTMENT:** ENGLISH



|                                   |                  |   |                |
|-----------------------------------|------------------|---|----------------|
| <b>CURRICULUM POLICY DOCUMENT</b> |                  | The Ontario Curriculum, Grades 11 and 12, English, 2000 |                |
| <b>COURSE TITLE</b>               | Grade 12 College | <b>COURSE CODE</b>                                      | ENG 4C1        |
| <b>PRE-REQUISITE</b>              | Grade 11 English | <b>GRADE &amp; TYPE</b>                                 | 12-<br>College |
| <b>FULL YEAR / SEMESTER</b>       | Semester One     | <b>CREDIT VALUE</b>                                     | One            |

| <b>COURSE DESCRIPTION</b>   |  |  |  |
|---|--|--|--|
| This course emphasizes consolidation of literacy, critical thinking and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and using business and technical language effectively. |  |  |  |

| <b>LISTED IN ORDER OF INSTRUCTIONAL DELIVERY</b>                            |              |  |
|---|--------------|--|
| <b>STRAND / UNIT TITLES</b>   | <b>HOURS</b> | <b>OVERALL EXPECTATIONS / UNIT DESCRIPTION</b>   |
| <b>THE SHORT STORY</b>  | <b>20</b>    | This unit requires students to read a variety of short stories from different countries and cultures. The students describe the language used and explain how it is used to create an appropriate voice and style to communicate ideas, emotions, and explain how the theme of a short story relates to its social and cultural context.             |
| <b>THE NOVEL:<br/>LIVES OF THE SAINTS<br/>OR<br/>THE CATCHER IN THE RYE</b> | <b>30</b>    | The students analyze and assess ideas, issues, and information from the novel, to explain how separate incidents, characters, or elements in the novel work together to communicate the main themes. The students will be required to complete a five paragraph essay on one of the themes found in the novel.                                       |
| <b>DRAMA:<br/>OTHELLO<br/>OR<br/>THE TAMING OF THE SHREW</b>                | <b>35</b>    | In this unit, students read a Shakespearean play, and will analyze Shakespeare's use of literary and rhetorical devices to enhance the meaning of the play. They will study characterization, theme and the nature of dramatic tragedy or comedy. Assignments within this unit will combine creative work and oral presentations.                    |
| <b>THE INDEPENDENT STUDY</b>  | <b>25</b>    | This project requires students to research a historical event during which there was a cultural genocide. The ISP is connected to the study of Elie Wiesel's <u>Night</u> , and an understanding of the Jewish holocaust and social justice issues. The ISP contains a research paper, supported opinion piece, creative writing and a presentation. |

| STUDENT EVALUATION CRITERIA                    |           |                               |           |  |
|--|-----------|-------------------------------|-----------|--|
| TERM – 70%                                     |           | FINAL – 30%                   |           | FINAL REPORT CARD GRADE CALCULATION – 100%         |
| <b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b> |           | RELATIVE EMPHASIS / WEIGHTING |           |  |
| KNOWLEDGE/UNDERSTANDING                        | 20        | Independent Study             | 15        | <b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b> |
| INQUIRY/THINKING                               | 20        | Final Exam                    | 15        |  |
| COMMUNICATION                                  | 15        |                               |           |  |
| APPLICATION                                    | 15        |                               |           |  |
| <b>TERM TOTAL</b>                              | <b>70</b> | <b>FINAL TOTAL</b>            | <b>30</b> |  |

| ASSESSMENT FORMAT USED |  |                    |  |                 |
|------------------------|--|--------------------|--|-----------------|
| WRITTEN                |  | PERFORMANCE        |  | OTHER           |
| Paragraphs             |  | Quizzes and Tests  |  | Writing Process |
| Five-paragraph Essays  |  | Oral Presentations |  | Research Notes  |
| Outlines               |  | Final Examination  |  | Group Work      |
| Summaries              |  |                    |  |                 |
|                        |  |                    |  |                 |
|                        |  |                    |  |                 |
|                        |  |                    |  |                 |

| RESOURCES            |   |
|----------------------|---|
| <b>DRAMA</b>         | Shakespeare, William. <i>Othello</i> . Edited by Ken Roy. Toronto: Harcourt Press, Canada Inc. 1998.<br>Shakespeare, William. <i>The Taming of the Shrew</i> . Edited by Roma Gill. Oxford: Oxford University Press. 1994.  |
| <b>NOVEL</b>         | Wiesel, Elie. <i>Night</i> . Preface by Francois Mauriac. New York: Hill & Wang, (Bantam Paperback Fiction). 1982.<br><br>Ricci, Nino. <i>Lives of the Saints</i> . Toronto: Cormorant Books Inc. 1990.<br>Salinger, J.D. <i>The Catcher in the Rye</i> . Toronto: Little, Brown and Company, 1991. |
| <b>SHORT STORIES</b> | Selected stories from a variety of sources.   |

| <b>POLICIES &amp; PROCEDURES</b>             |  |
|--|--|
| <b>ATTENDANCE AND STUDENT RESPONSIBILITY</b> | <ul style="list-style-type: none"> <li>❖ Good <b>attendance</b> is essential for success. Absenteeism, for any reason, adversely affects a student's learning.</li> <li>❖ Students are responsible for maintaining a neat and up-to-date <b>notebook</b> in a three-ringed binder that is organized in sections. This will be used as an aid for tests, assignments and examinations.</li> <li>❖ Students are expected to make a <b>positive contribution to both class discussions and group activities</b> in order to enhance their learning.</li> <li>❖ <b>Homework</b> is an important and necessary part of the learning process and MUST be completed on a regular basis.</li> <li>❖ Students who are <b>absent</b> are <b>responsible for acquiring any notes, handouts, assignments or due dates</b> distributed during an absence.</li> <li>❖ Students who are <b>absent for a presentation or test</b> must submit a <b>parental note on the day of their return to class</b>.</li> <li>❖ Students must be prepared to complete the missed assignment/test of the day of return.</li> <li>❖ Rescheduling of any missed conferences is at the discretion of the teacher.</li> <li>❖ <b>Additional assistance</b> is available on request or at the insistence of the teacher.</li> </ul> |
| <b>LATE POLICIES</b>                         | <ul style="list-style-type: none"> <li>❖ Students must conference with the teacher before submitting a late assignment.</li> </ul>   |
| <b>PROCESS</b>                               | <ul style="list-style-type: none"> <li>❖ Process marks for all assignments are given for the quality of the process.</li> <li>❖ Any assignment submitted without process work will not be graded until the process work is submitted.</li> <li>❖ Process work is to be submitted with the assignment on the due date.</li> <li>❖ A second, printed copy of an assignment is not considered rough work – hand editing must be evident.</li> <li>❖ Highlighted, pre-printed notes are not considered rough work.</li> <li>❖ For assignments with mandatory conferences, an incomplete conference will be recorded as such in the process marks for the assignment.</li> </ul>  |
| <b>ACADEMIC DISHONESTY</b>                   | <ul style="list-style-type: none"> <li>❖ Plagiarism is a serious academic offence that will result in a mark of zero for the assignment.</li> <li>❖ Any primary or secondary source material that is not documented correctly can be interpreted as plagiarism. This includes portions of or entire essays downloaded from the Internet, a sentence that is too close to the original source and not put in quotations, paraphrased material that is not documented, and submission of another student's work as one's own.</li> <li>❖ Students are expected to adhere to the MLA system of referencing.</li> <li>❖ The onus is on the student to prove that a questionable assignment is, in fact, his/her own and proper process work aids in eliminating doubt.</li> <li>❖ Students who are unfamiliar with the rules against plagiarism should consult their teacher or the Teacher-Librarian.</li> </ul>  |
| <b>RECORD KEEPING</b>                        | <ul style="list-style-type: none"> <li>❖ Students might be asked to submit an electronic copy of their formal assignments. These are to be kept on file in the English Department.</li> </ul>  |
| <b>TEXTBOOKS</b>                             | <ul style="list-style-type: none"> <li>❖ Students are expected to return books in the condition in which they were distributed. The student must pay for any lost or damaged books.</li> </ul>   |
| <b>PARENT-TEACHER CONTACTS</b>               | <ul style="list-style-type: none"> <li>❖ Parent-Teacher Interviews take place in November and April.</li> <li>❖ Telephone contacts with parents will be made as required.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>❖ For further information on Policies and Procedures, refer to the Bishop Allen Academy Student Agenda.</li> </ul>  |

| <b>LEARNING SKILLS CRITERIA</b>   |  |                       |                            |  |  |
|---|--|-----------------------|----------------------------|--|--|
| <b>IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.</b>   |  |                       |                            |  |  |
| <b>E—EXCELLENT</b>  | <b>G—GOOD</b>  | <b>S—SATISFACTORY</b> | <b>N—NEEDS IMPROVEMENT</b> |  |  |
| <b>SKILL: WORKS INDEPENDENTLY</b>   |  |                       |                            |  |  |
| <b>INDICATORS:</b>  |  |                       |                            |  |  |
| <ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>   | <ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>  |                       |                            |  |  |
| <b>SKILL: ORGANIZATION</b>  |  |                       |                            |  |  |
| <b>INDICATORS:</b>  |  |                       |                            |  |  |
| <ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>  | <ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>  |                       |                            |  |  |
| <b>SKILL: INITIATIVE</b>  |  |                       |                            |  |  |
| <b>INDICATORS:</b>  |  |                       |                            |  |  |
| <ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>   | <ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>  |                       |                            |  |  |
| <b>SKILL: TEAMWORK</b>  |  |                       |                            |  |  |
| <b>INDICATORS:</b>  |  |                       |                            |  |  |
| <ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul> | <ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul> |                       |                            |  |  |
| <b>SKILL: WORK HABITS/HOMEWORK</b>  |  |                       |                            |  |  |
| <b>INDICATORS:</b>  |  |                       |                            |  |  |
| <ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>   | <ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>  |                       |                            |  |  |

**NOTE:** The above chart is a reformatting of the skills identified in the Ministry of Education's *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29*.