



Insight Academy of Canada

## Course Outline

<b>Course Title</b>	English, Grade 12, University Preparation (ENG4U)
<b>Grade</b>	12
<b>Course Type</b>	University
<b>Course Code</b>	ENG4U
<b>Credit Value</b>	1.0
<b>Curriculum Policy Documents</b>	The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised) Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
<b>Prerequisite(s)</b>	English, Grade 11, University Preparation (ENG3U)

## 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 analyze 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

<b>A. Oral Communication</b> By the end of the course, students will:	
A1	<b>Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
A2	<b>Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
A3	<b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
<b>B. Reading and Literature Studies</b> By the end of the course, students will:	
B1	<b>Reading for Meaning:</b> read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
B2	<b>Understanding Form and Style:</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
B3	<b>Reading With Fluency:</b> use knowledge of words and cueing systems to read fluently;
B4	<b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
<b>C. Writing</b> By the end of the course, students will:	
C1	<b>Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience;
C2	<b>Using Knowledge of Form and Style:</b> draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
C3	<b>Applying Knowledge of Conventions:</b> use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine

	expression, and present their work effectively;
C4	<b>Reflecting on Skills and Strategies:</b> 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.
<b>D. Media Studies</b> By the end of the course, students will:	
D1	<b>Understanding Media Texts:</b> demonstrate an understanding of a variety of media texts;
D2	<b>Understanding Media Forms, Conventions, and Techniques:</b> identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
D3	<b>Creating Media Texts:</b> create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
D4	<b>Reflecting on Skills and Strategies:</b> 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.

## Outline of Course Content

Unit No.	Unit Title	Instructional Time	Overall Expectations
1	Short Stories (Various)	25 hours	A1, A2, B1, B3, B4, C1, C2, C3
2	Novel Study (Brave New World)	30 hours	A1, A2, B1, C1, C2, C2, D2, D3
3	Play (Othello)	30 hours	A1, A2 B1, B2, B3, B4 C1, C2, C3 D3
4	Poetry and Media	25 hours	A1, A3 B1, B2, B4 C3, C4 D1, D2, D3, D4
<b>Total Instructional Time</b>		<b>110 HOURS</b>	
5	Final Exam	3 hours	All

## Unit Descriptions

The entire course is delivered online

### Unit 1: Short Stories (Various)

Students will read and reflect on a variety of challenging student- and teacher-selected short stories from diverse cultures and historical periods (“The Skating Party” by Merna Summers, “The Lottery” by Shirley Jackson, “The Lottery Ticket” by Anton Chekhov and “The Happy Prince” by Oscar Wilde and “The One about Coyote Going West” by Thomas King and one short selected by the student from a set list). Students will analyze these stories, explore themes, develop vocabulary and style, and study to elements of a short story to create their own short story.

#### Specific Expectations:

A1.2, A1.3, A1.4, A1.6, A1.9, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6  
B1.1, B1.3, B1.5, B1.6, B1.7, B3.1, B3.2, B4.1  
C1.1, C2.1, C2.2, C2.3 C2.4, C2.5, C2.6, C2.7, C3.7

### Unit 2: Novel Study (Brave New World)

Students will be introduced to Brave New World to begin an exploration of propaganda as depicted within the novel. Students will compare other chosen dystopian novels, and compare and contrast differences. This unit will include aspects of all four course strands: oral communication, reading and literature studies, writing and media studies.

#### Specific Expectations:

A1.2, A1.7, A2.1  
B1.1, B1.2, B1.4, B1.5, B1.6, B1.7, B2.2  
C1.1, C1.2, C1.3, C1.4, C2.1, C2.2, C1.5, C3.3, C3.5, C3.7  
D2.1, D2.2, D3.1, D3.2, D3.4

### Unit 3: Play (Othello)

Shakespeare’s Othello will be used as a model of tragedy to explore reading and literature studies. Students will demonstrate their ability to write for the purposes of informing, persuading, describing, and entertaining.

#### Specific Expectations:

A1.1, A1.5, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7  
B1.2, B1.3, B1.4, B1.5, B1.6, B1.7, B1.8, B2.1, B3.2, B3.3, B4.2  
C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C3.6  
D3.1, D3.2, D3.3, D3.4

### Unit 4: Poetry and Media

Students will develop media awareness through the analysis of various media for intended audience, intended purpose, and effectiveness. Students will create a variety of media texts (blogs, tweets, personal writing metaphor symbol, poster) and analyze media texts to understand conventions and techniques used to create meaning.

#### Specific Expectations:

A1.8, A3.1, A3.2  
 B1.4, B1.5, B2.3, B4.1, B4.2  
 C3.1, C3.2, C3.4, C3.5, C3.7, C4.1, C4.2, C4.3  
 D1.1, D1.2, D1.3, D1.4, D1.5, D1.6, D2.1, D2.2, D3.1, D3.2, D3.3, D3.4, D4.1, D4.2

## Teaching and Learning Strategies

Effective instruction is key to student success and students learn best when they are engaged in a variety of ways of learning. Teachers at Insight Academy of Canada (IAC) provide numerous opportunities and use a variety of instructional, assessment, and evaluation strategies to help students develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The activities offered enable students not only to make connections among these concepts throughout the course but also to relate and apply them to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn and to become lifelong learners.

Each unit of the course contains a Unit Overview, a number of Lessons, and Assignments. Lessons are delivered through the following format.

- **Mind on.** Students are introduced to the content through a variety of exploratory and instructional strategies including watching videos, films, oral discussions, dialogue with peers and reading a variety of texts.
- **Actions.** Students practice and apply their new learning through oral and written responses. Students are actively engaged in their assessment process as they monitor their own learning to determine their next steps and set individual learning goals.
- **Consolidation.** Students are provided opportunities to demonstrate what they have learned through independent practice, reflection assignments, and discussion posts and an exit card.
- **Extension Activities.** Students study extra lesson resources, complete homework assignment, and response to teacher’s follow-up questions to expand their learning and prepare for unit test.

Along with some of the strategies noted in the assessment and evaluation strategies charts below, teaching and learning strategies will include:

- **Activity Based Strategies:** Student completes assigned activities reflecting the learning goals of the course
- **Cooperative Strategies:** Small group learning providing high levels of student engagement and interdependence through discussion posts/student feedback/debates
- **Direct Instruction Strategies:** Teacher guided instruction on areas for student improvement based on chats, office hours, assignment feedback
- **Independent Learning Strategies:** Students analyze their own strengths and weaknesses through self-assessment
- **Technology and Media Based Applications:** Integrating technology into the course when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students.
- **Thinking Skills Strategies:** Independent generation of best learning practices and characteristics
- **Inquiry Research Mode:** Detailed steps focused upon using sources properly in own work and through feedback from teacher and peer

<b>Activity Based Strategies</b>	<b>Cooperative Strategies</b>	<b>Direct Instruction Strategies</b>
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<ul style="list-style-type: none"> <li>• Panel Discussion</li> <li>• Online videos</li> <li>• Articles</li> <li>• Online research</li> </ul>	<ul style="list-style-type: none"> <li>• Structured Discussion Posts</li> <li>• Peer Commentary</li> <li>• Peer interactive communication</li> <li>• Peer Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Review</li> <li>• Articles/Videos</li> <li>• Worksheets</li> </ul>
<b>Independent Learning Strategies</b> <ul style="list-style-type: none"> <li>• Homework Q&amp;A</li> <li>• Report</li> <li>• Note taking</li> <li>• Discussion Posts</li> <li>• Online Research</li> <li>• Summary Review</li> <li>• Worksheets</li> <li>• Online research</li> <li>• Exit Card</li> <li>• Self-assessment</li> </ul>	<b>Technology and Media Based Applications</b> <ul style="list-style-type: none"> <li>• Homework Q&amp;A online submissions</li> <li>• Independent Reading</li> <li>• Videos Q&amp;A</li> <li>• Discussion Posts</li> <li>• Online Research</li> </ul>	<b>Thinking Skills Strategies</b> <ul style="list-style-type: none"> <li>• Sharing opinions/offering commentary</li> <li>• Brainstorming</li> <li>• Questionnaires/self-reflection</li> <li>• Problem Solving</li> <li>• Case Study Analysis</li> <li>• Oral Explanation</li> <li>• Applications to current events/real companies of their choice</li> <li>• Self-reflection/time management techniques</li> </ul>
<b>Inquiry Research Mode</b> <ul style="list-style-type: none"> <li>• Research Process</li> <li>• Dialogues with Teacher &amp; Peers</li> </ul>		

## Strategies for Assessment & Evaluation of Student Performance

Insight Academy of Canada's (IAC) Assessment and Evaluation policy is aligned with the Ministry of Education's Growing Success policy document which outlines the assessment, evaluation, and reporting policies and practices in Ontario schools.

### Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers will use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

## Evaluation and Reporting of Student Achievement

Insight Academy of Canada's (IAC) will use the Provincial Report Card, Grades 9–12, for formal written reports to students and parents two times a semester. The report card provides a record of the student's achievement of the curriculum expectations in the course, at particular points in the school year or semester, in the form of a percentage grade. 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.

A final grade is recorded for the course, and a credit is granted and recorded for the course in which the student's grade is 50% or higher. The final grade for the course will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade will 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 per cent of the grade will be based on a final evaluation in the form of an examination and administered at the end of the course.

Assessment and Evaluation Categories and Weights			
Achievement Categories	Percent	Evaluation for Final Grade	Percent
Knowledge/Understanding	25%	Term Work	70%
Inquiry/Thinking	25%		
Communication	25%	Final Evaluations	30%
Application	25%		

## Reporting on Demonstrated Learning Skills & Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative & Self-regulation. These learning skills and work habits are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills and work habits in these six areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers use a variety of strategies throughout the course.