



TFS High School
 5635 Yonge St. Suite 206,
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COURSE OUTLINE
English 12
ENG4U (University)

Department	English
Instructor	Mrs. Azadeh Soofian
Course Development Date	September 2010
Ministry Course Code	ENG4U
Credit Value	1.00
Ministry Curriculum Document	Policy Document: <i>English, the Ontario Curriculum, Grades 11 and 12, 2007 (Revised)</i> http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
Prerequisites	Grade 11 English, University ENG3U
Course Revision Date (TFS)	August 2023

COURSE DESCRIPTION/RATIONALE:

This course emphasizes the consolidation of 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.

Learning Strands	Overall Curriculum Expectations:
Oral Communication	<ol style="list-style-type: none">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	<ol style="list-style-type: none">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 an 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	<ol style="list-style-type: none">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	<ol style="list-style-type: none">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 TITLES, DESCRIPTIONS, AND HOURS

Unit	Unit Titles and Descriptions	Time
Unit 1	SHORT STORY & CRITICAL ANALYSIS At the commencement of this instructional unit, students will engage in a comprehensive review and reinforcement of the fundamental elements of fiction and literary devices. Subsequently, students will diligently scrutinize a diverse range of short stories through discrete digital handouts, specifically curated to align with the targeted literary devices under study, while stimulating their critical thinking abilities. To demonstrate mastery of the acquired knowledge, students will be required to compose Formal Literary Paragraphs. As the culmination of this unit, a two-fold evaluation will take place. Firstly, an Oral Test will be conducted, wherein students shall exhibit their proficiency in articulating their comprehension of the subject matter. Secondly, students will be tasked with crafting a Formal Literary Paragraph, showcasing their adeptness in applying the literary devices learned during the course of the unit. By adhering to this meticulously planned and academically rigorous approach, students will be equipped with a robust foundation in the realm of fiction analysis and literary devices, fostering a deeper appreciation and understanding of literary works.	35hrs
Unit 2	POETRY & LITERARY ANALYSIS In the initial phase of this instructional unit, students will engage in a comprehensive review of figurative language and poetic devices. This shall be facilitated through two thought-provoking slideshows, meticulously designed to explore the nuances of poetry. The slideshows are categorized into two distinct topics, namely "Figurative Language" and "Imagery, Tone & Other Elements." Through this approach, students will be afforded the opportunity to critically analyze poems, adeptly utilizing the repertoire of poetic devices they have previously acquired. Subsequently, they will articulate their responses to the poems by composing literary paragraphs or essays, thereby honing their skills in literary analysis. As this unit progresses, students will acquire a parallel skillset in the craft of composing literary analysis essays, seamlessly combining learning with practical application. The ultimate culmination of this pedagogical journey will manifest through an Oral Poetry Presentation, wherein students shall showcase their comprehension and oral expression abilities. Additionally, the summative evaluation shall be conducted via a literary paragraph, wherein students will artfully synthesize their insights gained throughout the unit.	25hrs
Unit 3	NOVEL & CRITICAL ANALYSIS Within this instructional unit, students shall immerse themselves in the compelling literary realm of Laurie Anderson's novel, "SPEAK," a potent opus teeming with multifaceted literary elements. To facilitate a profound comprehension of the work, students will be guided through captivating lesson plans, thoughtfully curated to encompass diverse focal points, such as theme, character analysis, and literary devices. This pedagogical approach will empower students to engage in a comprehensive exploration of the novel's intricacies. Throughout the unit, students will actively analyze the characters portrayed in "SPEAK," skillfully summarizing the plot's progression while astutely identifying and describing the literary devices strategically employed by	35hrs

	<p>the author. Concomitantly, they shall delve into the discernment of underlying themes, unearthing the novel's profound layers of meaning. Parallely, students will undertake the arduous yet rewarding endeavor of mastering the art of composing literary analysis essays. By assimilating a comprehensive understanding of the novel and its literary elements, students will skillfully articulate their insights through the written medium. As the unit draws to a close, students will partake in an evaluative process that encompasses two critical components. Firstly, they shall submit a literary analysis essay, showcasing their refined analytical and interpretive prowess. Secondly, students will undergo an oral test, wherein their critical thinking abilities, comprehension, and literary acumen shall be assessed.</p>	
<p>Unit 4</p>	<p>DRAMA & CRITICAL ANALYSIS</p> <p>This comprehensive unit adeptly addresses multiple educational standards. The introductory phase commences with the teacher's recitation of "Trifles," a poignant play authored by Susan Glaspell, thereby immersing the students in its literary essence. Subsequently, the students embark on a comprehensive re-reading of the play, with a specific focus on the pivotal query, "what were the Trifles?" In this investigative endeavor, the students shall proficiently employ Feminist Critical Theory, enhancing their analytical acumen. An integral component of this unit entails a Socratic Seminar, wherein students engage in thoughtful discourse revolving around the themes of identity and freedom, particularly in the context of women and men. This intellectually stimulating discussion fosters a deeper understanding of societal dynamics and gender perspectives. As the culminating juncture of the unit, students shall engage in two evaluative exercises. Firstly, they shall demonstrate their scholarly prowess by composing a Literary Analysis Essay that showcases their insights and interpretations of "Trifles." Secondly, an Oral Test shall assess their capacity for critical thinking and comprehension, affording them an opportunity to articulate their conclusions effectively.</p>	<p>15hrs</p>
<p>5</p>	<p>FINAL</p> <p>As the culmination of this course, students will be tasked with two final assignments that diligently assess their grasp of feminist criticism across the literary works studied. The first assignment entails an Oral Presentation, focusing on a comprehensive exploration of the short story "A Jury of Her Peers" and the poem "Among Women." This presentation will delve into the recurring theme of reclaiming identity and freedom, demonstrating students' adeptness in analyzing feminist perspectives embedded within the texts. The second assignment, a Final Comparative Analytic Essay, will call upon students to conduct an in-depth comparative analysis of the female characters depicted in the short story "A Lamb to Slaughter" and the drama "Trifles." Through this essay, students will elucidate their keen understanding of feminist themes present in these two works, highlighting the portrayal of female characters who transcend societal constraints and assert their agency. Both assignments stand as rigorous assessments of students' aptitude to critically engage with feminist criticism across the breadth of readings covered in this course. By successfully undertaking these final tasks, students will showcase their analytical prowess, proficiency in literary interpretation, and mastery of feminist concepts. These final assignments not only consolidate the knowledge and insights gained throughout the course but also serve as a</p>	<p>6hrs</p>

	platform for students to demonstrate their capacity for thoughtful analysis and nuanced understanding of the complexities of feminist perspectives in literature.	
	Total Hours	116

ASSESSMENT AND EVALUATION

Diagnostic assessment is used at the beginning of a unit to assist in determining a starting point for instruction. **Growing Success** ensures a well-rounded, ongoing assessment of student learning. Assessment for Learning (AFL) provides information to students as they are learning and refining their skills. Assessment as Learning (AAL) acts as a stepping-stone for students to begin applying their understanding using critical thinking; it bridges the gap between AFL and AOL. Assessment of Learning (AOL), at the end of units and course, provides students with the opportunity to synthesize/apply/demonstrate their learning and the achievement of the expectations. The following is a list of specific assessment/evaluation strategies that the teacher may use but is not limited to:

GROWING SUCCESS STRATEGIES

Strategy	Diagnostic	Assessment	Evaluation	Individual	Assessment Tool
Self-assessment	✓			Student/Teacher	Checklist/Rubric
Classroom Discussion		✓		Student/Teacher	Checklist/Rubric
Entrance Ticket	✓			Student	Checklist?Rubric
Anticipation Guide	✓			Teacher	Checklist
Peer assessment		✓		Student	Checklist
Exit Ticket		✓		Student	Rating Scale
Pair work		✓		Student	Checklist
Presentation			✓	Student/Teacher	Rubric
Seminar			✓	Student/Teacher	Rubric
Debate			✓	student teacher	Rubric
Comparative Essay			✓	Student	Rubric
Literary Essay				Teacher	Rubric
Literary Paragraph			✓	Teacher	Rubric
Final Exam			✓	Teacher	Rubric/Marking Scheme

EVALUATION SCHEME

Percentage of Final Mark	Unit	Evaluation Categories	<p>Assessment will be ongoing to inform the students of their performance and the opportunity for success. Four achievement categories are illustrated in the chart.</p> <p>K: Knowledge and Understanding 25% I: Inquiry/Thinking 25% C: Communication 25% MC: Making Connections/Application 25%</p> <p>*For a breakdown of weight distribution on each unit task set, please see the attached handout entitled "Outline of Summative Tasks."</p>
70%	UNIT 1	Oral Test Literary Paragraph	
	UNIT 2	Oral Presentation Literary Paragraph	
	UNIT 3	Oral Test Literary Essay	
	UNIT 4	Literary Literary Essay Oral Test	
30%	FINAL	Comparative Essay Oral Presentation	

TEACHING / LEARNING STRATEGIES

The primary objective of this course is to foster adept, confident, and versatile language usage among students. To achieve this overarching goal, an extensive array of instructional strategies has been thoughtfully incorporated, catering to diverse learning styles, interests, and proficiency levels. These inclusive strategies encompass:

1. **Reading Varied Literary Works:** Students engage in reading a diverse selection of literary works, promoting a comprehensive understanding of language usage and literary nuances.
 2. **Directed Reading Activities:** Purposeful activities are employed to guide and enrich students' reading experiences, encouraging deeper engagement with the texts.
 3. **Reading Responses:** Students are prompted to craft thoughtful responses to their readings, nurturing their analytical and expressive abilities.
 4. **Direct Instruction:** Concise and focused instruction is provided to impart language skills and concepts effectively.
 5. **Educational Teaching Technologies:** Leveraging modern educational tools such as Flipgrid and Google Form to enhance learning experiences and facilitate interactive learning.
 6. **Whole-Class Discussion:** Engaging in collective discourse, wherein students exchange ideas and perspectives, cultivates critical thinking and collaborative learning.
 7. **Guided Writing:** Students are supported in their writing endeavors through structured guidance, facilitating the development of effective writing skills.
 8. **Writing Processes:** A comprehensive approach to writing processes equips students with the necessary tools for composition, editing, and revision.

9. Critical Literary Essay Writing: Emphasis is placed on crafting well-reasoned and insightful literary essays, honing students' analytical and argumentative capabilities.
10. Independent Study: Encouraging students to embark on independent learning journeys fosters self-directed exploration and intellectual growth.
11. Guided Internet Research: Skillful guidance in internet research equips students with the ability to discern credible sources and extract relevant information.
12. Multimedia Production: Students are provided opportunities to explore and create multimedia content, stimulating creativity and digital literacy.
13. Media Analysis: Analyzing various forms of media enhances students' media literacy and critical awareness of language usage in different contexts.
14. Socratic Seminar: Employing the Socratic method, thought-provoking discussions are facilitated, fostering a deeper comprehension of complex ideas.

By incorporating this diverse range of instructional strategies, this course is designed to empower students to utilize language skillfully, confidently, and adaptively, while nurturing their intellectual curiosity and love for language and literature.

Regenerate response

ASSESSMENT AND EVALUATION STRATEGIES

Essay		Exam	Written/oral Quiz	Whole Class Discussion	
Journal	Book Trailer	Presentation			Self/peer evaluations Discussion Participation
Assignment					
Homework					

RESOURCES:

<https://study.com/>

General Writing Help: <http://owl.english.purdue.edu/owl/section/1/>

MLA Help: <http://owl.english.purdue.edu/owl/resource/747/01/>

www.teacherspayteachers.com

www.litcharts.com

<https://easel.teacherspayteachers.com/activities>

ACHIEVEMENT CHART: ENGLISH, GRADES 9-12

Categories	50-59% ^{LEP} _{ISEP} (Level 1)	60-69% ^{LEP} _{ISEP} (Level 2)	70-79% ^{LEP} _{ISEP} (Level 3)	80-100% ^{LEP} _{ISEP} (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	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)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	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., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	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 - The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, 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
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, 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, usage), vocabulary, and terminology of the	uses conventions, vocabulary, and terminology of the	uses conventions, vocabulary, and terminology of the	uses conventions, vocabulary, and terminology of the	uses conventions, vocabulary, and terminology of the

discipline in oral, graphic, and written forms, including media forms	discipline with limited effectiveness	discipline with some effectiveness	discipline with considerable effectiveness	discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) 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., literacy strategies and processes; literary terminology, concepts, and theories) 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., between the text and personal knowledge and experience, other texts, 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

Learning Skills:

Learning Skills are skills and habits are essential to success in school and in the workplace. Teachers report achievement on the six Learning Skills shown below the table below using letter codes:

◆Responsibility◆Organization◆ Independent Work◆Collaboration ◆Independent work◆Self-regulation

E = Excellent **G** = Good **S** = Satisfactory **N** = Needs Improvement.

Program Planning Considerations:

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
- *English As a Second Language (ESL):*
- 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