The Bishop Strachan School
Department Name: English

Course Title: English

Grade Level: 12

Ministry Course Code: ENG4U

Teacher's Names: Anna Booth, Annette Chiu, Andrea Mozarowski

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Texts: A choice of two additional summer reading texts, novel and memoir
A Streetcar Named Desire (Williams)
Good to a Fault or *Open Arms* (Endicott)
Broadview Anthology Of Short Fiction
A Pocket Style Manual, 5th Ed
Hamlet (Shakespeare)

Prerequisite: English, Grade 11, University Preparation

Credits: 1.0

Length: 110 hours

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 (O)

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 & Literature Studies (R)

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 (W)

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 of the writing process.

Media Studies (M)

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.

Instructional Hours Summary

Course Content Units	Classroom Hours	Field Trip Hours	Exam Hours	Teacher/Student Conferencing Hours	Total Hours
1. Summer Reading – Dialogue Around the Table	**14**				**14**
2. The Writing Lab: Building the Stories of Our Lives	**15**			**2**	**17**
3. Perspectives in Conflict	**15**				**15**
4. Hill Speaker: Writers in Conversation	**2**	**Speaker 1**		**1**	**4**
5. Short Fiction – Ways of Looking at the World	**17**				**17**
6. ISU – Research and independent analysis	**10**			**2**	**12**
7. *Hamlet* – Secrets and Lies	**25**	**Film Viewing 3**			**28**
7. Summative evaluation			**3**		**3**

Unit Descriptions

Unit 1 – Summer Reading: "Dialogue Around the Table"

Introductory review of essential learning strategies and diagnostic writing exercises begins the year. Having read one contemporary Canadian novel, and one memoir, students practise close reading and annotation, taking particular note of both literary technique and connections between the text and the real world around them. Using material from these texts, students engage in seminar-style discussion sessions that set the stage for higher independent learning expectations and oral participation, and write a diagnostic piece about issues in the texts which is evaluated on the basis of key writing skills and ability to incorporate some elements of research.

Unit 2 – The Writing Lab: "Building the Stories of Our Lives"

The goal of this unit is to support students as they develop their personal voice and express it in a variety of modes. The skills developed and opportunities offered in this class will be critical as they prepare personal statements, profiles and essays for their university applications. Students will examine models by published authors of various genres; they will also use recursive writing to capture their unique voices. A writing portfolio will be kept and at the end of the unit, they will polish a selection of pieces and submit them for evaluation, along with a reflection about themselves as writers.

Unit 3 – Perspectives in Conflict

Through the script and film versions of Williams' modern drama *A Streetcar Named Desire*, students will develop their understanding of the elements of drama while exploring how the issue of conflicting value systems can be played out on the page and on the screen. There will be opportunities for whole class and small group discussions, scene presentations and analysis, and role play as the class works its way through the text and views clips of significant scenes. Evaluated activities include oral and written scene analyses.

Unit 4 – Writers in Conversation

This unit will culminate in a project involving audio-visual representations and discussion of ideas drawn from the Hill Speaker novel. Enrichment activities include author readings and writing workshops.

Unit 5 – Short Fiction: Ways of Looking at the World

Students will explore a selection of short stories as a class, in small groups, and individually, reviewing literary elements taught in previous years and adding to their knowledge and understanding of how authors and texts communicate meaning to the reader. Students will also consider their own role as readers in determining meaning in literature. As an introduction to literary theory students will be introduced to specific critical approaches. Throughout the unit, students will communicate their understanding in informal class and small group discussions, short close-reading exercises, journal entries and formal analytical writing. Culminating activities may include a short story analysis test.

Unit 6 – Independent Study Unit

Students will have the opportunity to explore a novel independently. They will hone and develop their research skills as they undertake investigations based on their reactions to the text. They will produce an annotated bibliography and a formal piece of extended writing based on their reading and their research. Conferencing, workshopping of drafts, and both in-class and out-of-class activities are part of the process of developing the finished piece.

Unit 7 – *Hamlet*: Secrets and Lies

This study of *Hamlet* focuses on an examination of layers of reality as represented in the play. Students bring prior knowledge of the elements of drama from the earlier drama study of *A Streetcar Named Desire*. Students will be required to view an entire production of the play, either live or on film. Continued application of different modes of writing enables students to write about dramatic principles, as well as the conflicts which arise as characters navigate their way in a troubled world of deceit and violence.

Unit 8 – Final Summative Assessment

In addition to in-class activities geared to evaluating effective oral presentation skills, an examination in June will evaluate student performance, including reading complex texts and writing, in accordance with the achievement chart and overall course expectations.

Teaching/Learning Strategies

Lecture	Brainstorming	Group critique
Conference	Group work	Videotape critique
Reading	Panel	Self analysis
Structured discussion	Seminar	Peer analysis
Role play	Research project	Teacher analysis
Independent study	Online cross-grade discussion	Field trip

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Multiple Diagnostic Assessments are conducted throughout the year	Projects	Conferences	Teacher anecdotal records
Tests	Presentations	Classroom Discussion	Teacher log
Exam	Essays	Seminars	Checklists
	Role-playing	Self-evaluation	Rubrics
	Journals	Peer evaluation	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout this course, although special consideration should be given to the more recent evidence of achievement. **Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Units	Unit Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Summer Reading - "Dialogue Around the Table"	14 hours	O1, O2, O3 R2, R4 W1, W3 M1	Discussion circles (formative)
				Short expository paper
	2. Writing Lab – "Building the Stories of Our Lives"	17 hours	R2, R3 W1, W2, W3, W4	Portfolio Pieces – Expository Essays
				Reflection on Portfolio Pieces chosen and polished for evaluation
	3. Perspectives in Conflict	15 hours	O1, O2 R1, R2, R3, R4 W1	Written scene analysis
				Oral scene presentation/analysis
				In-class evaluation
	4. Hill Speaker: Writers in Conversation	4 hours	O2, M1, M2, M3, M4	Audio-visual representation

	5. Short Fiction – Ways of Looking at the World	17 hours	R1, R2, R3, R4 W1, W2	Short Story Analysis Essay
	6. Independent Study Unit	12 hours	R1, R2, R3, R4 W1, W2, W3, W4	Reading notes Annotated Bibliography Final assignment
	7. *Hamlet* – Secrets and Lies	28 hours	R1, R2, R3 W1, W2, W3	Comprehension, Analysis & Interpretation Test
30%	8. Summative	3 hours	O2 R1, R2, R3 W1, W2, W3	**Summative Activities 10%** Oral discussion **Exam 20%**

Course Resources

jPod by Douglas Coupland
Disobedience by Jane Hamilton
Three Day Road by Joseph Boyden
The Book of Negroes by Lawrence Hill
The Boys in the Trees by Mary Swan
The Cellist of Sarajevo by Steven Galloway
A Homemade Life by Molly Wizenberg
Me Talk Pretty One Day by David Sedaris
Rocket Boys by Homer H. Hickham Jr.
The Year of Living Biblically by A.J. Jacobs
The Broadview Anthology of Short Fiction
Literary Criticism: *Bedford St. Martins Website Virtualit*
Film: *A Streetcar Named Desire*. Warner Bros, 1951. 20thC Fox, 1995
A Streetcar Named Desire text
Hyperlinks to unit-wide resources - files or web locations.
MLA.org
Pocket Style Manual by Diana Hacker – along with associated website
Novels selected from a master-list
Hamlet Oxford School Shakespeare
Film/Video versions of *Hamlet*: Branagh, Zeffirelli, Olivier, Richardson
Handouts on film analysis, numerous websites.
Reference Points, Prentice Hall

Achievement Chart – English, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding *Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)*				
	The student:			
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– 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; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking *The use of critical and creative thinking skills and/or processes*				
	The student:			
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– 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., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– 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, visual, 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

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication ***(cont.)***				
	The student:			
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, 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, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the 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., concepts, strategies, processes) 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., concepts, strategies, processes) 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., within the discipline; between disciplines; between personal experience 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