


# Course of Study



## 1. Course Details

<p>Lawrence Park C.I</p>  <p>TDSB</p>	<p>Teacher(s) : A. Lainas-Hayward, R. Mancini, R.Rees</p> <p>Faculty : English</p> <p>Faculty Office Phone : 416 393 9500 ext. 20090</p> <p>Name of ACL : C. Antonini</p> <p>ACL Contact : 393 9500 ext. 20090</p> <p>Textbooks : LPCI English Handbook @ <a href="http://www.antonini.ca/handbook.pdf">www.antonini.ca/handbook.pdf</a> <i>Echoes 12, Hamlet, others TBA</i></p>	<p>Date revised : June, 2011</p> <p>Course Name : Grade 12 English</p> <p>Course Code : ENG4U/4UO</p> <p>Prerequisite Course Code : ENG3U</p> <p>Credit Value : 1</p> <p>Essential Resource Materials : N/A</p>
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## 2. Overall Goals

Overall Expectations:  
By the end of this course students will:

### Writing

- 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.

### Reading and Literature Studies

- 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.

### Oral Communication

## 2. Overall Goals (cont.)

- 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.

### Media

- 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.

\*\*\* For specific curriculum expectations, please see:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

### 3. Learning Skills and Work Habits

**Evaluated on Report Card as:  
E (excellent); G (good); S (satisfactory); N (needs improvement)**

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Student who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

<b>Responsibility</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• fulfils responsibilities and commitments within the learning environment;</li> <li>• completes and submits class work, homework, and assignments according to agreed-upon timelines;</li> <li>• takes responsibility for and manages own behaviour.</li> </ul>
<b>Organization</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• devises and follows a plan and process for completing work and tasks;</li> <li>• establishes priorities and manages time to complete tasks and achieve goals;</li> <li>• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
<b>Independent Work</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• independently monitors, assesses, and revises plans to complete tasks and meet goals;</li> <li>• uses class time appropriately to complete tasks;</li> <li>• follows instructions with minimal supervision.</li> </ul>
<b>Collaboration</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• accepts various roles and an equitable share of work in a group;</li> <li>• responds positively to the ideas, opinions, values, and traditions of others;</li> <li>• builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li> <li>• works with others to resolve conflicts and build consensus to achieve group goals;</li> <li>• shares information, resources, expertise and promotes critical thinking to solve problems and make decisions.</li> </ul>
<b>Initiative</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• looks for and acts on new ideas and opportunities for learning;</li> <li>• demonstrates the capacity for innovation and a willingness to take risks;</li> <li>• demonstrates curiosity and interest in learning;</li> <li>• approaches new tasks with a positive attitude;</li> <li>• recognizes and advocates appropriately for the rights of self and others.</li> </ul>
<b>Self-regulation</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• sets own individual goals and monitors progress towards achieving them</li> <li>• seeks clarification or assistance when needed</li> <li>• assesses and reflects critically on own strengths, needs, and interests;</li> <li>• identifies learning opportunities, choices, and strategies to meet personal goals.</li> </ul>

#### 4. Teaching/Assessment and Evaluation Strategies - Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

Unit #	Culminating Tasks	Achievement Chart Focus	Timeline
# 1	<b>Post-Secondary Communications:</b> diagnostics and exemplars of writing, oral communication and media.	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	2 Weeks
# 2	<b>Truth and Beauty:</b> analytical writing; media and presentation tasks	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	6 weeks
#3	<b>Paradise “Lost”:</b> expository writing tasks; formal speech	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	7-8 weeks
#4	<b>Paradise Created:</b> researched multi-media presentation/seminar	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	7-8 weeks
#5	<b>Scene and Heard:</b> descriptive writing and media creation; film study	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	7 weeks
#6	<b>Summative Preparation and review</b>	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	4 weeks
*Note: The ENG4UO course places more focus on AP style essay writing and will be supplemented with more challenging media, oral and written texts.*			

#### 4. Teaching/Assessment and Evaluation Strategies - Final Evaluation (30%)

All Students must take part in the culminating activities for each course at every grade level of study

Summative Tasks	Achievement Chart Focus	Weighting
Multimedia Presentation	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	10%
In Class Written Essay	<b>Knowledge &amp; Understanding, Thinking &amp; Inquiry, Communication and Application</b>	20%

## 5. Achievement Chart

Achievement Categories For Course Work	Description	Weighting
Knowledge/Understanding	<ul style="list-style-type: none"> <li>- knowledge of facts and terms</li> <li>- understanding concepts, principles, and theories</li> <li>- understanding of relationships between concepts</li> </ul>	<hr style="width: 50px; margin: 0 auto;"/> <b>25 %</b>
Thinking	<ul style="list-style-type: none"> <li>- critical thinking skills (analyzing, detecting bias)</li> <li>- creative thinking (problem solving)</li> <li>- inquiry skills (formulating questions; conducting research; analyzing, interpreting and evaluating information; drawing conclusions)</li> </ul>	<hr style="width: 50px; margin: 0 auto;"/> <b>25 %</b>
Communication	<ul style="list-style-type: none"> <li>- communication of information and ideas</li> <li>- use of visuals and technology - multimedia</li> <li>- oral communication (debates, discussions, listening skills, role-playing)</li> <li>- written communication (short essays, writing in role)</li> </ul>	<hr style="width: 50px; margin: 0 auto;"/> <b>25 %</b>
Application	<ul style="list-style-type: none"> <li>- application of concepts, skills, and procedures</li> <li>- transfer of concepts, skills, and procedures to new ideas</li> <li>- making logical conclusions or generalizations</li> <li>- making predictions and planning courses of action</li> <li>- making connections</li> </ul>	<hr style="width: 50px; margin: 0 auto;"/> <b>25 %</b>

## 6. Term Grades for Provincial Reports

### Term Grades for Provincial Reports throughout the Year

The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.

#### Reporting Cycle

Reporting Cycle 1:	September 6th - November 11th Report Card - November 21st
Reporting Cycle 2:	November 14th - January 24th Report Card - February 16th
Reporting Cycle 3:	January 25th - March 30th Report Card - April 18th
Reporting Cycle 4:	April 2nd - June 24th Final Report Card pick up from July 4th-13th
Review Days:	June 25th and 26th (9-11 am only)

## 7. Communication

**In addition to class time, students can receive additional assistance from:**

- Subject teachers before/after school, during lunch hour or by appointment;
- Homework Club - every Tuesday and Thursday from 3:20 - 4:30 pm in room 223;
- FIFI - “Find It, Finish It” from 8:35 - 9:35 am on November 9th, January 25th, March 28th and May 16th;
- **Web sites:**
  - LPCI Communication Centre—[www.antonini.ca/writing](http://www.antonini.ca/writing)
  - English Faculty Website—[www.antonini.ca/english](http://www.antonini.ca/english)
  - English Student Quick Guide—[www.antonini.ca/student](http://www.antonini.ca/student)

### **Teachers’ Websites:**

- Important documents to be kept in students’ binders (documents are on the English Faculty Website):
  - LPCI MLA Style Guide
  - LPCI English Faculty Assessment and Evaluation Policy
  - Student Mark self tracking Sheet
  - Course of Study
  - LPCI English Handbook @ [www.antonini.ca/handbook.pdf](http://www.antonini.ca/handbook.pdf)**
  - Standard English Rubrics**

