

CANTERBURY HIGH SCHOOL
Ottawa-Carleton District School Board
English Department
Semester I: 2016-2017

Course Title: English College Preparation
12

Grade Level:

Course Code: ENG4C

Credit Value: 1

Prerequisite: ENG3C or ENG3U

For the Fall 2016-2017 semester, students will also be working to complete a first year Communications course offered through Algonquin College. The course is called ENL 1813 and will be taught concurrently with the ENG4C credit; the Canterbury teacher will teach 3 days a week, and the Algonquin instructor will teach two days a week. (ENL1813 is a required course for all first year Algonquin students, and at the College it runs for 1 semester: September – December) Below is the course of study for the ENG4C credit.

Course Overview: 110 Hours

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Strands:

Oral Communication

- 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

- 1. Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, 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

- 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 informational, literary, 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

- 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 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 works.

Term Work (70%)

Literature Study

Unit 1: Novel Study -- *I Am The Messenger* (Setting, Characterization, Theme Topic – Helping & Relationships) (4-6 Weeks)

Unit 2: Drama -- *Twelve Angry Men* (Dramatic Elements, Theme Topic – Courage) (4 Weeks)

Evaluations in these units will include at least 1 major writing assignment.

Informational Texts

Throughout the semester, students will work with non-fiction, informational, and on-line texts to develop strategies to access information when the layout, design, organization of the text itself makes it difficult to read. Students will use reading strategies such as predicting, using context to find meaning, inferring, sorting ideas using a concept map, and visualizing. Students will also write several reports as part of the course curriculum and in preparation for the Board-wide exam.

Language Study

Students will write using the rules and expectations of Standard English. There will be an ongoing study of how sentences are formed, the parts of speech, common grammatical and spelling errors, etc. will be based on the demonstrated needs of the students and on preparation for the Board-wide exam.

Media Study

Media texts will be read, viewed, analyzed and deconstructed. Media text selections will be made based on the interest of students and in consultation with the Algonquin professor.

Teaching Strategies:

A variety teaching strategies are used based on class interest, individual needs, student strengths, proven learning theory, and best practices. For example: discussions, presentations, videos, speakers, dramatic enactments, teacher-led discussions and activities, Internet research, interviews, role plays, fishbowls, movement, art, music, etc.

Assessment and Evaluation Strategies

A variety of assessment and evaluation strategies based on the provincial curriculum expectations and the achievement levels are used to improve student learning. They are varied in nature, administered over time, and are designed to provide opportunities for students to demonstrate the full range of their learning. They are not simply measurements *of* learning, but more importantly they are used *for* and *as* learning.

Summative Work

Term work comprises 70% of the student's final mark, and summative work comprises 30% of the final mark.