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| Hamilton-Wentworth District School Board Logo  **WESTDALE SECONDARY SCHOOL**  **HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD**  Westdale Logo**ENGLISH DEPARTMENT** | |
| **ENG4U1 – UNIVERSITY PREPARATION**  GRADE 12 ENGLISH | |
| **Course Description:** 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.  **Ministry Guideline:** Ministry of Education Ontario Curriculum  http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf  **Credit Value:** 1 **Prerequisite(s):** English, Grade 11, University Preparation  **Textbooks/Required Materials:** various works of drama (selected by students); teacher-selected short stories, poems and essays; at least two supplementary texts—including at least one work of literary fiction (selected by students) | |
| **TEACHER INFORMATION** | |
| **Teacher:** Ms. Krista Levely  **Phone Number:** 905-522-1387 ext. 579 | **Email:** klevely@hwdsb.on.ca  **Website:** levelyenglish.com  **Twitter:** @klevely |
| **COURSE CURRICULUM** | |
| **Curriculum Strands and Overall Expectations:**   1. **Literature Studies and Reading: 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; **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; **Reading With Fluency:** use knowledge of words and cueing systems to read fluently; **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. 2. **Writing: Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience; **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; **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; **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. 3. **Oral Communication: Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; **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. 4. **Media Studies: Understanding Media Texts:** demonstrate an understanding of a variety of media texts; **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; **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; **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. | |
| **ASSESSMENT & EVALUATION** | |
| **Determination of Final Grade:**  Students’ final marks will be calculated using the following weighting:  Term Work (across all four strands 5 l four strands lum 70%  Final Culminating Task(s) 15%  (essay proposal and comparative literary essay based on supplementary readings)  Final Examination 15%  Final Mark 100%  All curriculum expectations will be accounted for in instruction, but evaluation focuses on students’ achievement of the *overall* expectations. Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories of the achievement chart in the Ontario Curriculum *(Knowledge and Understanding, Thinking and Inquiry, Communication, Application).*  Students will be given multiple opportunities to demonstrate and meet the curriculum expectations as outlined above through a variety of assessments including, but not limited to: essays, conversations, observations, presentations, quizzes, tests, a final examination and other products.  Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a final grade will involve a teacher’s professional judgment and interpretation of the evidence, and should reflect the student’s most consistent level of achievement, with special consideration given to the most recent evidence.  In addition to curriculum expectations, students' learning skills will be assessed throughout the course, and will be communicated during the reporting period. The six learning skills (Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation) will be evaluated using a four point scale (E—Excellent, G—Good, S—Satisfactory, N—Needs Improvement). | |

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| Unit 1 | Voices, Perspectives and Rhetoric: Analyzing and Writing Essays |
| Unit 2 | Satire: Targets Today and Throughout the Ages |
| Unit 3 | Becoming a Conscious Reader: Introduction to Literary Criticism and Applying it to Dramatic Works |
| Unit 4 | Short Genres: Connecting with Poetry and Short Fiction |
| Unit 5 | Independent Culminating: Exploring Cultural Truths |

**Unit Titles for Ms. Levely’s ENG4U Course:**