

COURSE INFORMATION



DATE: September 2023
SCHOOL: Yeshiva High School of Ottawa
DEPARTMENT HEAD: Mr. Nathan Lawrie
TEACHER: Mr. Nathan Lawrie
DEPARTMENT: General Studies, English and Humanities

CURRICULUM POLICY DOCUMENT		The Ontario Curriculum: Grades 11 and 12 – English (2007, revised)	
COURSE TITLE	English	COURSE CODE	ENG4U
PRE-REQUISITE	English, Grade 11, University	GRADE & TYPE	Grade 12 University
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1.0

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.

UNIT 1 — CULTURAL COMPARISON

TIME: 20 HOURS

Students explore the short story *The Scythe* and the poem *Casualty*. The unit explores the ways in which literature can reflect culture and context, and the constraints which societies can put on authors and poets. The students focus on linguistic techniques, writing styles, contrast, comparisons, and reader response. The teacher uses this unit to introduce the dissertation assignment by highlighting how to compare poetry and short stories.

Example Assignment: Timed literature review on either *The Scythe* or *Casualty* (one text may be used as a practice and the alternate as a the actual test)

UNIT 2 — NOVEL STUDY

TIME: 25 HOURS

Part 1 - Novel Study - The students will study *Heart of Darkness* with a focus on using a critical literacy approach to assess how the author discusses aspects of cultures. The students will consider how colonialist writers portray other societies and peoples, and consider whether problematic texts can still benefit society. Students will explore a variety of critical theories related to the text and use this to inform their understanding of the text.

Example Assignment 1: The students create a perspective website on *Heart of Darkness*, exploring the text from numerous historical and modern perspectives and readings. The students must consider where the real 'heart of darkness' lies.

Example Assignment 2: Class Debate - The students have a team debate on the following topic - Is *Heart of Darkness*

a racist novel? The students must consider historical perspectives, authorial intent, and the evolution of societal norms and values.

Dissertation Thesis Checkpoint: Students must choose their texts. Students must write an essay question and short thesis indicating the key themes they wish to explore in their dissertation.

UNIT 3 — DRAMA **TIME: 25 HOURS**

Part 1 - Drama - Students will read and perform Antigone. The students focus on the theme of tradition, family responsibilities, context Ancient Greek culture), and technical aspects of Greek tragedy.

Example assignment: The Trial of - The students work together to create a mock trial of the character of Antigone centering around whether she broke the laws of Thebes. The students must have individual roles (Creon, Antigone, Prosecutor, Defence etc) and write a script for their trial.

Literature Review Assignment: Students should have determined their chosen texts for their dissertation by the end of the previous unit. Students must hand in a literature review of academic work related to their chosen texts.

UNIT 4 - MEDIA **TIME 20 HOUR**

The students will watch the film Persepolis and compare it with contemporary portrayals of modern day Iran using news reports from a variety of worldwide news stations. The students will focus on the concept of perspective and investigate the way the film challenges our preconceptions of certain cultures/countries.

Example assignment 1: The students complete a 10 minute presentation comparing the culture and society of Iran (as depicted in Persepolis) with a different society that has undergone a regime change or shift in culture (this can be one of the cultures already covered in the course.)

Example assignment 2: Observation Conversation - The students explain commonalities between all of the course texts and answer targeted questions related to the whole course understanding of culture and perspective.

SUMMATIVE ASSIGNMENT **TIME: 20 HOURS**

Example Summative Assignment: Students complete a comparative dissertation using two selected texts of their choosing. The necessary to complete the dissertation are interwoven throughout the above units (citation, researching secondary texts, formatting, literature reviews etc) and build upon skills from the Grade 11 University Preparation course. The oral component of the assessment will be completed through a formal question and answer session as part of the dissertation assignment and students will defend their thesis through responding to targeted questions.

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION
Knowledge/Understanding	25%	Knowledge/Understanding	25%	
Inquiry/Thinking	25%	Inquiry/Thinking	25%	
Communication	25%	COMMUNICATION	25%	
Application	25%	Application	25%	

ASSESSMENT METHODS		
OBSERVATIONS:	CONVERSATIONS:	PRODUCTS:
<ul style="list-style-type: none"> ● Informal presentations ● Reading skills ● Writing process steps (graphic organizers, research notes, outlines, drafts, editing checklists) ● Listening and speaking skills ● Self-assessment ● Records of practice including checklists, anecdotal notes (homework, classroom contributions, metacognition charts, notetaking) 	<ul style="list-style-type: none"> ● Peer feedback / editing ● Group work records ● Conferences (student- teacher, group) ● Classroom contributions ● Composition/ arrangements ● Response Journals 	<ul style="list-style-type: none"> ● Review quizzes ● Unit tests ● Projects ● Oral presentations ● Assignments ● Summative tasks ● Final Examination (30%)

LEARNING SKILLS	
Report Cards will include a letter grade for the following Learning Skills:	
INDEPENDENT WORK	<p>The student:</p> <ul style="list-style-type: none"> ▪ accomplishes tasks independently ▪ accepts responsibility for accomplishing tasks ▪ follows instructions ▪ regularly completes assignments on time and with care ▪ uses time effectively
COLLABORATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ works willingly and cooperatively with others ▪ listens attentively, without interrupting ▪ takes responsibility for his/her share of the work to be done ▪ helps to motivate others, encouraging them to participate ▪ shows respect for the ideas and opinions of others
ORGANIZATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ organizes work when faced with a number of tasks ▪ devises and follows a coherent plan to complete a task ▪ demonstrates ability to organize and manage information ▪ follows an effective process for inquiry and research
RESPONSIBILITY	<p>The student:</p> <ul style="list-style-type: none"> ▪ completes homework on time and with care ▪ follows directions ▪ shows attention to detail ▪ perseveres with complex projects that require sustained effort ▪ applies effective study practices
INITIATIVE	<p>The student:</p> <ul style="list-style-type: none"> ▪ seeks out new opportunities for learning ▪ seeks necessary and additional information ▪ requires little prompting to complete a task, ▪ approaches new learning situations with confidence and a positive attitude ▪ seeks assistance when needed
SELF-REGULATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ sets individual goals and monitors own progress ▪ seeks clarification or assistance when needed ▪ reflects and assesses critically own strengths, needs and interests ▪ perseveres and makes an effort when responding to challenges

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29.*

POLICIES AND PROCEDURES

ATTENDANCE	<p>The Ontario Ministry of Education requires 110 hours of instruction for each course. As such, it is essential for the students to arrive punctually to each class.</p> <p>Students arriving more than ten minutes late will be marked “Late” on their report card.</p> <p>Students who are absent for an acceptable reason (see below) still have to make up the number of hours missed under the supervision of a teacher or the principal according to their availability. It is the student’s duty to determine and arrange this supervision, and YHSO does not guarantee teacher’s or principal’s availability.</p> <p><i>Students who are absent for non-acceptable reasons will forfeit their credit.</i></p> <p>ACCEPTABLE REASONS FOR ABSENCE</p> <ul style="list-style-type: none"> • Medical reason (may require a physician’s note) • Family trips or special occasions (up to four missed classes per course) <p>Regardless of reason for an absence, if a student misses more than 26 classroom hours they will forfeit their credit.</p>
ASSIGNMENTS	<p>Students are responsible to complete all their assignments and homework on time. Teachers will write all assignments, homework and tests on a classroom board, along with their due dates, but students are accountable to complete these assessments punctually. <i>Assignments handed in late may result in a deduction of marks.</i></p> <p>Teachers will post all assessments and assignments and their due dates on Google Classroom. Students and their parents will have access to the Google Classroom for their courses.</p>
BEHAVIOUR	<p>Students may not act in any manner that disrupts the education of another, or distracts a teacher. This includes:</p> <ul style="list-style-type: none"> • Excessive noise • Physical disruptions • Eating (unless granted individual permission) • Use of technology not for schoolwork purposes • Acts of disrespect such as name calling, abusive or offensive language or gestures <p>Failure to adhere to these rules will result in disciplinary action as described in the Student Handbook and Course Calendar.</p>
PLAGIARISM	<p>Academic integrity and honesty is expected from every student in Yeshiva High School of Ottawa. We take all instances of suspected dishonesty, plagiarism, or any form of “cheating” very seriously. A student who submits work that is, in whole or in part, plagiarized, will be subject to academic penalties. Repeated infractions may result in the loss of a credit and further disciplinary action. A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.</p>