



**ST. EDMUND CAMPION CATHOLIC SECONDARY SCHOOL
ENGLISH/ELL DEPARTMENT**

COURSE NAME: Grade 12 English
COURSE CODE: ENG 4E1
LEVEL: Workplace
PREREQUISITE: 3E1

COURSE DESCRIPTION

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and daily life. Students will study informational, graphic and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. They will write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts. The course is intended to prepare students for the workplace and active citizenship.

HOW THIS COURSE SUPPORTS THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The English Grade 12 Workplace Preparation course continues the journey embarked upon in the Grade 11 Workplace Preparation course. This course, leading to graduation and employment, focuses on a personal mission, or calling, to share skills and gifts. Its emphasis on employability skills relative to Christian vocation leads students “to develop their God-given potential and make meaningful contributions to society” (CGE 5h and c). The activities are meant to bring success to students who possess a wide range of skills and gifts. As students progress in the course, they move from writing sentences to paragraphs, essays, reports, and, finally, the independent research project. Throughout the course, students are motivated to develop and share their gifts, for, as Nelson Mandela said, “We ask ourselves: ‘Who am I to be brilliant, gorgeous, talented, fabulous?’ Actually, who are you not to be?... We were born to make manifest the glory of God that is within us. It’s not just in some of us; it’s in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same.”

COURSE CONTENT

Units to be covered in random order based on availability of resources.

	Unit Title	Approx. Hrs.
Unit 1	Short Fiction and Non Fiction: <i>Foundations of English 12 and More Conflicts</i>	20
Unit 2	Media Studies: Boldprint Series- On the Job and Urban Legends	15
Unit 3	Writing and Grammar paragraphs, articles, writing reports, resume/cover letter, response journals	Ongoing
Unit 4	Novel Study <i>Rooster</i> and <i>Bronx Masquerade</i>	20
Unit 5	Culminating Activity – Based on Workplace Writing Tasks See Curriculum Documents	15
Unit 6	Final Examination – Based on Core Curriculum	2

<p>Resources Texts are property of St. Edmund Campion Secondary School and the Board of Education. All resources assigned to students are the responsibility of the student. Students are expected to return texts to their teachers in the condition which they were received. Damaged and/or lost texts must be replaced through payment in cash to the teacher, or by debit/credit card in the main office. Payment must be received before additional resources are given to the student.</p> <p>Signed: _____ Date: _____</p>	<p align="center">ASSESSMENT AND EVALUATION</p> <p>An effective program in English will include a balance of assessment <i>for</i> learning and assessment <i>of</i> learning tasks.</p> <p>Evaluation Structure:</p> <table> <tr> <td>Knowledge/Understanding</td> <td align="right">25%</td> </tr> <tr> <td>Thinking</td> <td align="right">25%</td> </tr> <tr> <td>Communication</td> <td align="right">25%</td> </tr> <tr> <td>Application</td> <td align="right">25%</td> </tr> </table> <p>Student marks will be determined by evaluating process & product in a balanced manner with respect to the four categories.</p> <p>Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.</p> <table> <tr> <td>Ongoing Assessment and Evaluation</td> <td align="right">70%</td> </tr> <tr> <td>Culminating Activity (15%) and Final Exam (15%)</td> <td align="right">30%</td> </tr> </table> <p>A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.</p>	Knowledge/Understanding	25%	Thinking	25%	Communication	25%	Application	25%	Ongoing Assessment and Evaluation	70%	Culminating Activity (15%) and Final Exam (15%)	30%
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EVALUATION POLICY

Students will be assessed and evaluated using a variety of methods to measure process work, final products, skills displayed, critical literacy, and metacognition. Tests, quizzes, assignments, presentations, cooperative learning activities and other methods of evaluation will be used at the teacher's discretion. Students who do not submit assignments or do not participate in activities may not provide sufficient data for assessment and evaluation of Ministry Expectations and therefore, will not gain their credit. **Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.**

CATEGORY	BELOW 50%	LEVEL 1: 50-59%	LEVEL 2: 60-69%	LEVEL 3: 70-79%	LEVEL 4: 80-100%
KNOWLEDGE/UNDERSTANDING <ul style="list-style-type: none"> KNOWLEDGE OF CONTENT (TEXT FORMS, LITERARY TERMINOLOGY, ELEMENTS OF STYLE, THEORIES) UNDERSTANDING OF CONTENT (CONCEPTS, IDEAS, FACTS, THEMES) AND ITS SIGNIFICANCE 	INSUFFICIENT ACHIEVEMENT OF CURRICULUM EXPECTATIONS.	A PASSABLE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW THE PROVINCIAL STANDARD.	A MODERATE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW, BUT APPROACHING THE PROVINCIAL STANDARD.	A HIGH LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS AT THE PROVINCIAL STANDARD.	A VERY HIGH TO OUTSTANDING LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS ABOVE THE PROVINCIAL STANDARD.
THINKING <ul style="list-style-type: none"> THE USE OF CRITICAL AND CREATIVE SKILLS, PLANNING SKILLS, AND PROCESSING SKILLS INTERPRETATION, ANALYSIS, PROBLEM SOLVING, CREATIVITY, CRITICAL LITERACY, RESEARCH, ORGANIZATION, AND INFERENCE 					
COMMUNICATION <ul style="list-style-type: none"> COMMUNICATING INFORMATION ORALLY AND IN WRITING THROUGH VARIOUS FORMS ORGANIZATION, USE OF APPROPRIATE CHOICE OF LANGUAGE AND STYLE FOR AUDIENCE AND PURPOSE GRAMMAR, LANGUAGE USAGE, SPELLING, PUNCTUATION 					
APPLICATION <ul style="list-style-type: none"> MAKING CONNECTIONS WITHIN AND BETWEEN CONTEXTS (TO SELF, TO SCHOOL, TO WORLD, TO OTHER TEXTS) APPLYING KNOWLEDGE AND SKILLS IN FAMILIAR AND NEW CONTEXTS WRITING AND REWRITING (USE OF PROCESS) APPLYING THEORIES, CONCEPTS AND TERMS 					

CURRICULUM EXPECTATIONS AND STRANDS IN THE ENGLISH CURRICULUM

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate. The expectations in the compulsory courses of the English curriculum are organized in four broad areas of learning: **Oral Communication, Reading and Literature Studies, Writing, and Media Studies**. Taken together, the Overall and Specific Expectations represent the mandated curriculum.

Oral Communication-is a fundamental means of communication with others and the cornerstone of learning in all areas

OVERALL EXPECTATIONS

- 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.

Reading and Literature Studies-requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized

OVERALL EXPECTATIONS

- 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.

Writing-provides students with opportunities to communicate competently using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language – grammar, usage, spelling, and punctuation.

OVERALL EXPECTATIONS

- 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

Media Studies-focuses on the construction of meaning through the combination of several media “languages” – images, sounds, graphics, and words in songs video games, advertising, tv shows, magazines, news articles.

OVERALL EXPECTATIONS

- 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.