

## COURSE INFORMATION SHEET

**DATE: SEPTEMBER, 2010**  
**SECONDARY SCHOOL: THE IRISH EXPERIENCE**  
**DEPARTMENT HEAD: G O'Sullivan**  
**TEACHER: I. Molino**  
**DEPARTMENT: English**



<b>CURRICULUM POLICY DOCUMENT</b>			
<b>COURSE TITLE</b>	Grade 12 College English	<b>COURSE CODE</b>	ENG4C
<b>PRE-REQUISITE</b>	Grade 11	<b>GRADE &amp; TYPE</b>	Grade 12 College
<b>FULL YEAR / SEMESTER</b>	semester	<b>CREDIT VALUE</b>	1.0

<b>COURSE DESCRIPTION</b>
<p>This course emphasizes the development of literacy, critical thinking, and communication skills. Students study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, and audiences. An important focus is on establishing appropriate voice and using business and technical language with precision and clarity.</p>

<b>LISTED IN ORDER OF INSTRUCTIONAL DELIVERY</b>		
<b>UNIT TITLES</b>	<b>DATES</b>	<b>OVERALL EXPECTATIONS / UNIT DESCRIPTION</b>
<b>SHORT STORIES :</b>  INTRODUCTION LETTER; GROUP PROJECT; TEST		Students are challenged to read analytically to demonstrate how elements of structure and style contribute to the overall meaning of the reading selections. Lessons are set up such that, after the introduction, particular literary concepts are focused on. These concepts, in turn, form the basis of the summative task. At the end of the unit, students demonstrate their reading and analytical thinking skills in an independent short story analysis assignment.
<b>NOVEL STUDY</b>  TEST; QUIZES; INCLASS WRITING; RESEARCH ESSAY AND PRESENTATION		Students will share and discuss how ideas and issues generated in the individual imagination are shared with others. Students are given many and various opportunities to express their personal views through reader response activities. In doing so, students are challenged to reach a deeper understanding of the novel beyond merely the plot, to the level of thematic concerns contained in the novel after review and instruction of the essay format; students express their understanding of the theme issue from the novel in essay form. Students cite direct references from the novel using proper format to support their opinions. Finally, students make a brief oral presentation about their findings; students are instructed to use a variety of visual images, charts, or diagrams in the presentations.

<b>DRAMA STUDY</b> TEST; QUIZES;JOURNALS;COMPARISON ANALYSIS		Students analyse characters and character relationships through drama and make connections to their own lives. This exploration provides students with the opportunity to examine one's relationship with God and with others in light of Gospel values.
<b>MEDIA</b>  INDEPENDENT ANALYSIS; GROUP PROJECT		This unit is designed to provide students with the opportunity to read many and various magazines and to decode the magazine format to determine what elements are common to it. And understanding of various media elements in design of covers, advertisements, layouts, etc. is an important feature of this unit. Using the analysis of those common elements as a springboard, students are then challenged to write and construct their own magazines centered on a personal interest.
<b>POETRY</b>  SIGHT TEST; SERIES OF PARAGRAPHS EXPRESSING AN OPINION		The intent of this unit is to introduce students to read and interpret various examples of poetry and to examine the ways in which visual elements are used to assist and enhance meaning in writing poetry. After reading and examining examples of poetry, students find an area of personal expertise about which they can write..
<b>GRAMMAR AND USAGE</b>		Students will enhance their journey by realizing that language can be used as a tool to express their relationship with the world, as citizens of the world. To that end, students will develop language skills that allow them to communicate with sensitivity, fluency and accuracy. The study of language and writing is integrated and is ongoing into each of the units of this program.
<b>CULMINATING ACTIVITY</b>		Students will create a portfolio that reinforces the skills and knowledge learned throughout the course. Each activity relates to an overarching theme examined in the course. Students understand the importance of identifying purpose, audience and style in order to create a voice their own writing.

<b>STUDENT EVALUATION CRITERIA</b>				
<b>TERM – 70%</b>		<b>FINAL – 30%</b>		<b>FINAL REPORT CARD GRADE CALCULATION – 100%</b>
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>		<b>RELATIVE EMPHASIS / WEIGHTING</b>		<b>TERM TOTAL + FINAL TOTAL = REPORT CARD MARK</b>
<b>KNOWLEDGE/UNDERSTANDING</b>	17.5	Culminating Activity	20	
<b>INQUIRY/THINKING</b>	17.5	Exam	10	
<b>COMMUNICATION</b>	17.5			
<b>APPLICATION</b>	17.5			
<b>TERM TOTAL</b>	<b>70</b>	<b>FINAL TOTAL</b>	<b>30</b>	

<b>ASSESSMENT FORMAT USED</b>				
<b>WRITTEN</b>		<b>PERFORMANCE</b>		<b>OTHER</b>
Tests		Oral work		Peer observation and feedback
Quizzes		Group work		Self assessment
Writing assignments				

<b>RESOURCES</b>	
	<u>Act of Writing ; Nelson Literacy</u>
	<u>Irish Experience Anthology of Poetry and Short Stories</u>
	<u>The Plough and the Stars</u> a play by Sean O'Casey
	<u>Dubliners</u> by James Joyce

<b>Policies and Procedures</b>
<p><b>Notebooks</b></p> <ul style="list-style-type: none"> <li>Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized into sections. It will be used as an aid for tests, assignments, and examinations. Every student must keep a writing folder that contains all of the process writing and final drafts of writing assignments.</li> </ul> <p><b>Final Assignments</b></p> <ul style="list-style-type: none"> <li>Final written assignments will not be evaluated without evidence of writing process.</li> </ul> <p><b>Student Responsibilities</b></p> <ul style="list-style-type: none"> <li>Students must attend class regularly. Absenteeism for any reason severely affects student performance.</li> <li>Upon returning to school after an absence, students are responsible for all work and tests.</li> <li>Homework must be done on a regular basis.</li> <li>A positive contribution to both class discussions and group activities will enhance learning.</li> </ul> <p><b>Plagiarism</b></p> <ul style="list-style-type: none"> <li>See CCAA Agenda for “Academic Dishonesty”</li> </ul> <p><b>Supplementary Reading:</b></p> <ul style="list-style-type: none"> <li>Students will be reading various genres outside the required course material.</li> </ul>

<b>LEARNING SKILLS CRITERIA</b>	
<b>IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.</b>	
<b>E–EXCELLENT</b>	<b>G–GOOD</b>
<b>S–SATISFACTORY</b>	<b>N–NEEDS IMPROVEMENT</b>
<b>SKILL: WORKS INDEPENDENTLY</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>
<b>SKILL: ORGANIZATION</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>
<b>SKILL: INITIATIVE</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>	<ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>
<b>SKILL: TEAMWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul>
<b>SKILL: WORK HABITS/HOMEWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>	<ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>

**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* .