

# Alexander Mackenzie Secondary School English Department

Lambton Kent District School Board

General Course Information	
Department	ENGLISH
Course Code	ENG 4E1 Workplace English
Credit Value	1
Prerequisite	ENG 3E1 Workplace English or ENG 3C1 College English
Future Courses	
Textbook	Students <u>may</u> use the following listed texts: Novels: <i>The Catcher in the Rye</i> , <i>No Signature</i> , <i>The Curious Incident of the Dog in the Night-time</i> . Anthologies: <i>Moving On</i> , <i>Between the Lines 12</i> , <i>Six Ways Paragraphs Advanced Level</i> .
Mission Statement	<b>We are dedicated to providing quality programs for all students in welcoming and safe learning environments.</b>

Course Strands	
Oral Communication	<p><b>Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p><b>Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p><b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>
Reading and Literature Studies	<p><b>Reading for Meaning:</b> read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;</p> <p><b>Understanding Form and Style:</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p><b>Reading With Fluency:</b> use knowledge of words and cueing systems to read fluently;</p> <p><b>Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p>
Writing	<p><b>Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p><b>Using Knowledge of Form and Style:</b> draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p><b>Applying Knowledge of Conventions:</b> use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p><b>Reflecting on Skills and Strategies:</b> 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.</p>
Media Studies	<p><b>Understanding Media Texts:</b> demonstrate an understanding of a variety of media texts;</p> <p><b>Understanding Media Forms, Conventions, and Techniques:</b> identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p><b>Creating Media Texts:</b> create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p><b>Reflecting on Skills and Strategies:</b> 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.</p>
<b>Course Content Outline</b>	

**Unit 1:** Core Novel

**Unit 2:** Short Fiction- Novel Excerpts, Short Stories and Poetry

**Unit 3:** Non-Fiction, Oral Communication & Media

Note: Each unit will require students to participate in a variety of informal and formal discussions, assessments, presentations and writing tasks.

### Teaching Approaches

The English curriculum is based on the premise that all students can be successful language learners. High-quality instruction will include the following:

- Instruction that is guided by formative assessment that takes into consideration students' strengths and addresses their learning needs.
- Instruction that clarifies the purpose for learning and helps students activate prior knowledge.
- Instruction that is differentiated to meet individual and small group needs.
- Instruction that models learning strategies and encourages students to talk and reflect on their thinking and learning processes.
- Instruction that introduces a rich variety of activities that integrate expectations and provides explicit teaching of knowledge and skills.
- Instruction that provides opportunities for guided and independent practice.
- Instruction that encourages higher-level thinking skills (analysis, synthesis, evaluation).
- Instruction that encourages students to think about fairness, equity, social justice, and citizenship in a global society.

### Assessment and Evaluation Strategies

There will be a **CULMINATING ACTIVITY** worth **10%** of your mark.

There will be a **FINAL EXAM** at the end of the term worth **20%** of your mark.

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in Grade 12 English. You will be given numerous and varied opportunities to demonstrate your level of achievement in the four categories.

The four categories and their values are as follows:

Knowledge/ Understanding 17.5%	<b>Knowledge of content</b> (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions) <b>Understanding of content</b> (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)
Thinking 17.5%	<b>Use of planning skills</b> (e.g., generating ideas, gathering information, focusing research, organizing information) <b>Use of processing skills</b> (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating) <b>Use of critical/creative thinking processes</b> (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)
Communication 17.5%	<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) <b>in oral, graphic, and written forms, including media forms</b> <b>Communication for different audiences and purposes</b> (e.g., use of appropriate style, voice, point of view) <b>in oral, graphic, and written forms, including media forms</b> <b>Use of conventions</b> (e.g., grammar, spelling, punctuation, usage), <b>vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms</b>
Application 17.5%	<b>Application of knowledge and skills</b> (e.g., literacy strategies and processes; literary terminology, concepts, and theories) <b>in familiar contexts</b> <b>Transfer of knowledge and skills to new contexts</b> <b>Making connections within and between various contexts</b> (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)

### Learning Skills

Provincial report cards will be marked with each student's performance in the five Learning Skills areas: **Works Independently, Teamwork, Organization, Work Habits/Homework, and Initiative**. A letter grade will be given for each. These Learning Skills will be marked regularly by the teacher. They are an important statistic to understand how well students perform in the class. For each of the Learning Skills, one of the following letters will be given: E = Excellent; G = Good; S = Satisfactory; N = Needs Improvement

### How the Course Incorporates Considerations for Program Planning

#### **EDUCATION FOR EXCEPTIONAL STUDENTS**

Teachers work collaboratively with special education teachers to meet the needs of exceptional students and to help them learn. High-quality instruction will include the following:

- Instruction that takes into consideration individual learning styles.
- Instruction that is guided by ongoing formative assessment.
- Instruction that addresses the strengths and learning needs of the student.
- Instruction that may include accommodations (additional time, oral rather than written responses, preferential seating, use of technology etc.) or modified expectations (changes in number or complexity of expectations). The student's IEP will reflect the extent to which expectations have been modified.

#### **THE ROLE OF TECHNOLOGY IN THE CURRICULUM**

Information and communication technologies significantly extend and enrich teachers' instructional strategies and support students' learning. Such technologies include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.

#### **CAREER EDUCATION**

Expectations in English include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Students will acquire the literacy skills needed to meet the demands of a wide array of postsecondary educational programs and careers.