



SECONDARY COURSE OUTLINE

Course Title:	English 12, University Preparation
Grade:	12
Course Developer(s)	Victor Lee
Development/Revision Date:	September, 2022
Ministry Course Code:	ENG4U
Course Type:	University Preparation
Credit Value:	1
Credit Hours:	110
Policy Document:	The Ontario Curriculum, Grades 11 and 12, English, 2007 Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, <i>First Edition</i> . 2010.
Prerequisite(s) and/or	English, Grade 11, University Preparation
Co-requisite(s)	
Resources:	Main Text Harper, Sue, et.al. Elements of English 12 Toronto: Harcourt Canada, 2001. ISBN: 0-7747-1519-7 Huxley, Aldous. Brave New World. Random House Canada, 2007. ISBN: 9780307356543 Shelly, Mary. Frankenstein. Penguin Publishing Group, 2013. ISBN: 9780143122333 Shakespeare, William. Hamlet. Random House Publishing, 2009. ISBN: 9780812969115

English, Grade 12, University Preparation

ENG4U

Course Outline

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.

PREREQUISITE: English, Grade 11, University Preparation

OVERALL CURRICULUM EXPECTATIONS

There are four strands in ENG4U and the overall expectations for each strand are as follows:

Oral Communication

- 1. Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 2. Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3. 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

- 4. 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;
- 5. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- 6. Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- 7. 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

- 8. Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 9. 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;
- 10. 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;
- 11. 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

- 12. Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- 13. 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;
- 14. Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 15. 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.

COURSE ORGANIZATION

Unit 1	Speeches and Essay Writing	18 hours
Unit 2	Short Stories	18 hours
Unit 3	Novel	22 hours
Unit 4	Drama	22 hours
Unit 5	Media Studies	18 hours
Unit 6	Independent Study Unit	12 hours

Total:

110 hours

COURSE CONTENT OUTLINE

Unit 1: Speeches and Essay Writing

Students will have the opportunity to examine a variety of speeches text, by Winston Churchill, Bush and others. They will examine the key features in a speech and write their own response. In addition, students will write their own speech and present to the class, which includes all the literary features taught in class.

Unit 2: Short Stories

In an introduction to literary theory, students will explore a variety of lenses through which we can read a text in short stories. They will then analyse the influence of social, cultural, and economic values and perspectives on texts in various forms, including short stories, poetry and media texts. The work done in this unit provides a foundation for study and the application of theory in all subsequent units.

Unit 3: Novel Studies

This unit furthers students' abilities in essay writing and literary criticism through a detailed study of *Frankenstein*. Skills taught include the understanding of literary terms, narrative style, as well as how these techniques enhance meaning in literature. Students will transform and apply learned skills and knowledge from Unit 1 and Unit 2 in a formal, academic, analytical, comparison essay in addition to a presentation on their novel. Students are expected to consolidate their reading, writing and analytical skills presented in Unit 1 and Unit 2 in order to enhance university preparation.

Unit 4: Shakespeare and Drama

Students read and critically analyze Shakespeare's play *Hamlet*. They explore the Themes, Motifs, Characterization, and Plot in their chosen play, while enhancing their understanding of the phonological and semantic aspects of language through the study of allusion, imagery, and literary devices. Students' knowledge is assessed in a test. In addition, students will learn about the creative and production process in their individual managements and perform a dramatic representation of an aspect of their play.

Unit 5: Media Studies

This unit introduces students to literary criticism and language analysis. The specific focus of the unit is the development of student awareness of literary theory by deconstructing short texts, poetry, and film. The unit emphasizes the formalist, gender, psychoanalytical, Marxist theories and how to apply such perspectives to a variety of texts. Students will transform and apply their knowledge to write a persuasive essay in class on one text of choice. The focus on literary analysis and literary theories will provide a platform of knowledge and critical thinking that will be developed throughout the ENG4U course. Students' learning will be assessed in a unit test and persuasive essay.

Unit 6: Independent Study Unit:

This unit is ongoing throughout the course and is meant to supplement the other units of study. This unit examines forms of media with a focus on literary theory by deconstructing current media texts created for various purposes and audiences. The unit emphasizes a variety of theories and how to apply such perspectives to media texts. Theories may include Formalism, Gender, Psychological, Marxist, Media, Magical Realism, Biographical, Historical, and Reader Response. Students will transform and apply their knowledge to create a documentary on a current issue of choice. The cultural and literary diversity of this unit will further develop students' critical and analytical thinking skills throughout the ENG4U course and provide opportunities for social commentary in the outside world. Students will regularly conference with the teacher to monitor progress and attend workshops on research, MLA, and Filmmaking

to prepare them for the final culminating tasks and university. The Final Culminating Unit has two components: a research portfolio and a video presentation in the form of a documentary

ONLINE / OFFLINE COMPONENTS

Class hours:

Tues 3.30-6.30	Online Synchronous Learning	3 hours
Thurs 3.30-6.30	Offline In person Meeting	3 hours

Weekly: 6 hours (online + offline)

of weeks: 18

Total hours: 114 hours (including 4 hours dedicated to substitute break time)

ONLINE CLASS - ACTIVITIES

A list of activities dedicated for online class

- online class lectures
- Classwork period where students will be doing class assignments with the teacher's observation.
- Conversation between teacher and individual student, on discussion in class topics
- Conversation between teacher and the group of students, on discussion of class topics
- Evaluation by Observation: Students conduct presentations and speeches. This is conducted in individual zoom video chat.
- Evaluation by Conversation: Students conduct presentations, in addition to having conversations with the teacher, where the teacher will ask in depth questions about the content

OFFLINE IN PERSON CLASS - ACTIVITIES

A list of activities dedicated for offline / in person classes

- In class Lectures
- Classwork period in working on assignments with supervision from the teacher
- Class time to work on Assignments

- Conversation between teacher and the group of students, on discussion of class topics
- Evaluation by Observation: Students conduct presentations and speeches.
- Evaluation by Conversation: Students conduct presentations, in addition to having conversations with the teacher, where the teacher will ask in depth questions about the content

LEARNING/TEACHING STRATEGIES

These are the optimal methods for instruction and lesson planning throughout the course period. The teacher will use a combination of these methods to enhance the learning environment for students.

- Lecture: formal presentation of information/knowledge to students with the use of aids (visual, written etc.) with the expectation that students' take notes and ask questions throughout.
- Class Discussion: students will be presented with a problem/situation to discuss amongst their peers in cooperative analysis to present-back to the teacher; these are informal
- Technological aids: teachers can use technological aids such as presentation software (PowerPoint, Prezi etc.), games and other virtual resources to teach students and specialize to their individual needs.
- Audio/Visual aids: teachers will use a combination of audio/visual presentations (films, songs, etc.) to enhance and augment learning with texts and provide students an alternative context to apply and practise skills.
- Peer Evaluation: students will evaluate their peers' work providing feedback and working cooperatively to better their skills and share knowledge.
- One-on-One Learning: teachers will be constantly and consistently working one-on-one with students to accommodate individual needs and provide a comfortable learning space. Students will be able to ask the teacher questions or for more in-depth guidance that might not be accomplished within the whole class environment.
- Collaborative learning: teachers will be encouraged to use group activities that can enhance and augment learning throughout the course. These activities can include short presentations, games, challenges, trivia, etc. This provides students with opportunities to develop and practise skills in peer and self-assessment and gives teachers opportunities to model and provide instruction related to applying success criteria, providing descriptive feedback, and developing collaborative learning skills.

ADDITIONAL TEACHING/LEARNING STRATEGIES FOR INTERNATIONAL STUDENTS

These strategies are meant to be used in conjunction with those above for ESL learners.

- Provide specialized vocabulary/idioms;
- Use visuals to illustrate definitions for students' dictionary of terms;

- Permit use of translation dictionary on assessments;
- Provide additional time on assessments for dictionary use and processing language;
- Provide reference notes, outlines of critical information, models of charts, timelines, or diagrams;
- Organize information in chart/graph format;
- Provide handout sheets with sample work
- Provide students with clear directions for improvement;
- Pair written instructions with verbal instructions. Provide visual or auditory cues;
- Simplify instructions. Highlight key words or phrases;
- Provide opportunities for students to practise oral presentation skills;
- Encourage repetition, clarification, and restatement;
- Permit a wide variety of options for recording and reporting their work, e.g., diagrams, flow charts, concept maps;
- Think/pair/share peer assessment; student conferences.

ASSESSMENT AND EVALUATION POLICY

The student's final grade for this course will be determined as outlined in Program Planning and Assessment 2000 (pg. 15)

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

ASSESSMENT AND EVALUATION POLICY

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances and tests) that accurately reflects how well students are achieving the curriculum expectations.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality.

The term score will be divided into 4 categories:

- Knowledge (30-35%)

- Applications (20-25%)
- Thinking / Inquiry (15-20%)
- Communications (10-15%)

There are four levels of achievement for students who are passing this course:

- Level 1 (50-59%)
- Level 2 (60-69%)
- Level 3 (70-79%)
- Level 4 (80-100%)

Level 3 is the provincial standard for student achievement.

EVALUATION STRATEGIES

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. “Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark. The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.

ASSESSMENT STRATEGIES

Teachers use a variety of strategies for students’ assessment to elicit information about student learning. These strategies should be coordinated to include observation, student-teacher conversations, and student products. Teachers gather information about learning via:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking

Course Planning

Subject: English
Course Code: ENG4U

Grade: 12

Planning and Time

Unit 1	Speeches and Essay Writing	18 hours
Unit 2	Short Stories	18 hours
Unit 3	Novel	22 hours
Unit 4	Drama	22 hours
Unit 5	Poetry	18 hours
Unit 6	Independent Study Unit	12 hours

Total:

110 hours

Planning for the Final Grade:

Strands:

- A. Oral Communication
- B. Reading
- C. Writing
- D. Media Studies

The final grade will be based on the **four knowledge and skill categories** and consistent with the levels of student achievement identified in the Achievement Chart from the specified Ontario curriculum policy. A level 3 (a grade of 70-79% is the provincial standard.

Unit	Components	A/E	Strand	Categories				Evaluation P. C. O.	Expectation	Assessment For/Of Learning	Weight (% rth of final grade)
				K	A	T/I	C				
1	Speech Response	E	C	X	X	X	X	P. C.	C (1.1-3.7)	For	3
1	Speech Writing Assignment	A	A		X	X	X	C. O.	A (1.1-1.5, 2.1-2.6)	For/Of	4
2	Short Story Test	E	B, C, D	X	X	X	X	P.	B (1.1-3.3) C (1.1-3.7)	For	5
2	Short Story Response	A	B, C	X			X	P. C.	B (1.1-3.3) C (1.1-3.7)	For	2
2	Short Story Creative Writing	A	B, C	X	X	X	X	P. C.	B (1.1-3.3) C (1.1-3.7)	For	4
3	Novel In-Class Response	A	A, B	X	X	X	X	P. C.	A (1.1-1.8) B (1.1-3.3)	For	3
3	Novel Movie Presentation	A	A, B	X	X	X	X	P. C. O.	A (1.1-1.8) B (1.1-3.3)	For	6
4	Hamlet Test	E	B, C, D	X	X	X	X	P.	A (1.1-2.7) B (1.1-3.3)	For	5
4	Hamlet Test 2	E	B, C, D	X	X	X	X	P.	A (1.1-2.7) B (1.1-3.3) C (1.1-2.5)	For	5
4	Hamlet Essay	E	B, C	X	X	X	X	P. C. O.	B (1.1-3.3) C (1.1-3.7)	For	7
4	Shakespeare Act/Scene Questions	A	C	X	X	X		P. C.	B (1.1-3.3) C (1.1-3.7)	For	3

5	Poetry College Assignment	A	B, C		X	X	X	P.	B (1.1-3.3) C (1.1-3.7) D (1.1-2.2)	For	3
5	Poetry Test	E	B, C, D	X	X	X	X	P.	B (1.1-3.3) C (1.1-3.7) D (1.1-2.2)	For	5
6	ISU Outline/ Thesis	E	B, C	X	X	X		P. C.	B (1.1-3.3) C (1.1-3.7)	For	4
6	ISU Work/ Interviews	E	A, B	X	X	X		C. O.	A (1.1-2.7) B (1.1-3.3)	For/Of	4
6	ISU Essay	E	B, C	X	X	X	X	P.	B (1.1-3.3) C (1.1-3.7)	For	7
Term Total											70
1-6	Final Exam	E	B, C, D	X	X	X	X	P.	B (1.1-3.3) C (1.1-3.7) D (1.1-2.2)	For	30
Final Exam Total											30
Grand Total											100

As demonstrated, a wide range of assessment strategies (tests, portfolios, journals, essays, presentations, observation, conferencing and projects), combined with an array of instrument tools (including detailed marking schemes, checklists, rubrics and exemplars), is used in order to measure student achievement of overall course expectations. These are used in combination with teaching strategies and instructional approaches to enrich students' overall experience and performance.

CONSIDERATIONS ON PROGRAM PLANNING

When planning a program in science, teachers must take into account considerations in a number of important areas, including those discussed below:

MINISTRY RESOURCES:

The Ministry of Education has produced or supported the production of a variety of resource documents that teachers may find helpful as they plan programs based on the expectations outlined in this curriculum document. Those resources include the following:

Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario, 2003

Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Reading, Writing, Communicating, 2003

Think Literacy: Cross-Curricular Approaches, Grades 7–12 – Subject-Specific Examples: Media, Grades 7–10, 2005

Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills, 2004

Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005

These resources are available on the Ministry of Education website, at www.edu.gov.on.ca.

INSTRUCTIONAL APPROACHES:

The English curriculum is based on the premise that all students can be successful language learners. One of the keys to student success in mastering language skills is high-quality instruction.

Teachers who provide quality instruction respect students' strengths and address their learning needs, using assessment information to plan instruction. They clarify the purpose for learning, help students activate prior knowledge, and differentiate instruction for individual students and small groups according to need. Teachers explicitly teach and model learning strategies and encourage students to talk through their thinking and learning processes. They also provide many opportunities for students to practise and apply their developing knowledge and skills.

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society.

PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS:

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses, can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the IEP Resource Guide, 2004). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as IEP Standards, 2000). (Both documents are available at www.edu.gov.on.ca.)

STUDENTS REQUIRING ACCOMMODATIONS ONLY

Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified in his or her IEP (see IEP Standards, 2000, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

If a student requires "accommodations only" in English courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

STUDENTS REQUIRING MODIFIED EXPECTATIONS

Some students will require modified expectations, which differ from the regular course expectations. For most students, modified expectations will be based on the regular course curriculum, with changes in the number and/or complexity of the expectations. Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the modified expectations should identify how the required knowledge and skills differ from those identified in the course expectations. When modifications are so extensive that achievement of the learning expectations (knowledge, skills, and performance tasks) is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark recorded on the Provincial Report Card.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for their English language development.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

ANTIDISCRIMINATION EDUCATION

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate.

Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship.

Schools also have the opportunity to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may need special outreach and encouragement in order to feel comfortable in their interactions with the school.

LITERACY, MATHEMATICAL, LITERACY, AND INQUIRY/RESEARCH SKILLS

Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives.

The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts.

Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

THE ROLE OF THE SCHOOL LIBRARY IN THE ENGLISH PROGRAM

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively.

The school library program enables students to: develop a love of reading for learning and for pleasure; acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world; obtain access to programs, resources, and integrated technologies that support all curriculum areas; understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to: locate, select, gather, critically evaluate, create, and communicate information; use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives; communicate their findings for different audiences, using a variety of formats and technologies; use information and research with understanding, responsibility, and imagination.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools 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. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design and present the results of their research to their classmates.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

THE ONTARIO SKILLS PASSPORT AND ESSENTIAL SKILLS

Teachers planning programs in English need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP). The OSP is a bilingual web-based resource that enhances the relevancy of classroom learning for students and strengthens school–work connections. The OSP provides clear descriptions of Essential Skills such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The Essential Skills are transferable, in that they are used in virtually all occupations. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. The OSP is designed to help employers assess and record students' demonstration of these skills and work habits during their cooperative education placements. Students can use the OSP to identify the skills and work habits they already have, plan further skill development, and show employers what they can do.

The skills described in the OSP are the Essential Skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. These Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. For further information on the OSP and the Essential Skills, visit <http://skills.edu.gov.on.ca>.

CAREER EDUCATION

Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Cooperative education and other forms of experiential learning, such as job shadowing, field trips, and work experience, enable students to apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including publishing, advertising, and media-related industries. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer–employee relationships. Teachers of English can support their students' learning by maintaining links with community-based businesses to ensure that students have access to hands-on experiences that will reinforce the knowledge and skills gained in school.

Health and safety issues must be addressed when learning involves cooperative education and other workplace experiences. Teachers who provide support for students in workplace learning placements need to assess placements for safety and ensure students understand the importance of issues relating to health and safety in the workplace. Before taking part in workplace learning experiences, students must acquire the knowledge and skills needed for safe participation. Students must understand their rights to privacy and confidentiality as outlined in the Freedom of Information and Protection of Privacy Act. They have the right to function in an environment free from abuse and harassment, and they need to be aware of harassment and abuse issues in establishing boundaries for their own personal safety. They should be informed about school and community resources and school policies and reporting procedures with respect to all forms of abuse and harassment.

Policy/Program Memorandum No. 76A, “Workplace Safety and Insurance Coverage for Students in Work Education Programs” (September 2000), outlines procedures for ensuring the provision of Health and Safety Insurance Board coverage for students who are at least 14 years of age and are on placements of more than one day. (A one-day job-shadowing or job-twinning experience is treated as a field trip.) Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or to be working in specific workplace settings. All cooperative education and other workplace experiences will be provided in accordance with the ministry's policy document entitled Cooperative Education and

Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000.

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH-SKILLS MAJOR

English courses are well suited for inclusion in programs leading to a Specialist HighSkills Major (SHSM) or in programs designed to provide pathways to particular apprenticeship or workplace destinations. In an SHSM program, English courses can be bundled with other courses to provide the academic knowledge and skills important to particular industry sectors and required for success in the workplace and postsecondary education, including apprenticeship. English courses may also be combined with cooperative education credits to provide the workplace experience required for SHSM programs and for various program pathways to apprenticeship and workplace destinations. (SHSM programs would also include sector-specific learning opportunities offered by employers, skills-training centres, colleges, and community organizations.)

HEALTH AND SAFETY IN THE ENGLISH PROGRAM

Although health and safety issues are not usually associated with language education, they may be important when the learning involves fieldwork. Out-of-school fieldwork can provide an exciting and authentic dimension to students' learning experiences. Teachers must preview and plan these activities carefully to protect students' health and safety.

ENVIRONMENTAL EDUCATION

Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of: the Earth's physical and biological systems; the dependency of our social and economic systems on these natural systems; the scientific and human dimensions of environmental issues; the positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

Ontario Ministry of Education, *Shaping Our Schools, Shaping Our Future: Report of the Working Group on Environmental Education* (June 2007), p. 6 The document *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* offers school boards and schools an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system. School boards, in collaboration with their community partners, are expected to revise or develop an environmental education policy that reflects their local circumstances. This policy facilitates the implementation of programs and curriculum initiatives to deepen and broaden student learning about the environment, and will help to guide school boards in their efforts to put environmentally responsible practices in place.

EQUITY AND INCLUSIVE EDUCATION

The Ontario education system is based on a vision of an equitable and inclusive system where all students, parents, and other members of the school community are welcomed and respected; where every student is supported and inspired to succeed in a culture of high expectations for learning; and where all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.

All school boards are required to implement and monitor an equity and inclusive education policy in accordance with the requirements set out in PPM No. 119, in the policy document *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*, and in the document *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Ontario's equity and inclusive education strategy is designed to recognize diversity and promote inclusive education in all Ontario schools. It calls for upholding human rights by identifying and eliminating discriminatory biases and systemic barriers to students' learning and development, to enable all students to succeed to their highest potential and contribute to society.

School boards are required to embed the principles of equity and inclusive education in all aspects of their operations, including policy development, programming, and practices related to research, curriculum resources, instruction, and assessment. Schools are expected to provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives and to enable students and other school community members to see themselves represented in the curriculum, resources, programs, and culture of the school. Students need to feel engaged in and empowered by what they are learning, supported by teachers and staff, and welcomed in their learning environment.

ABORIGINAL EDUCATION

The policies outlined in the *Ontario First Nation, Métis, and Inuit Education Policy Framework* are designed to support learning and achievement for Aboriginal students and to promote increased awareness in schools about the cultures, histories, and perspectives of First Nation, Métis, and Inuit peoples.

The framework has two areas of focus: targeted strategies and supports for First Nation, Métis, and Inuit students; and strategies to increase knowledge and awareness of Aboriginal histories, cultures, and perspectives among all students, teachers, and school board staff. Implementation requires a holistic approach in order to integrate the framework strategies into all programs, services, and initiatives. School boards will carry out the framework policy through their own school board planning, which will include locally developed targets and voluntary, confidential, Aboriginal student self-identification policies.

The Ontario curriculum includes expectations across all disciplines that school boards can build on to engage First Nation, Métis, and Inuit students and strengthen their pride in the rich heritage of Aboriginal peoples and their contributions to Canadian society. The Ontario curriculum also provides opportunities for all students to learn about Aboriginal cultures, histories, and

perspectives, and to study Native languages. These learning opportunities are designed to foster a strengthened sense of cultural identity among Aboriginal students.

ACCEPTABLE USE POLICIES

For security and tracking reasons, it is a requirement of e-Learning Ontario that students using the QEA Online Platform be uniquely identified within each jurisdiction with usernames and passwords. Boards offering e-learning opportunities to their own students or to students outside their area will establish, communicate, and implement board acceptable use policies. Such board acceptable use policies will include clear directions to teachers, students, and parents about the appropriate use of:

- Communication tools, such as e-mail, chat, telephony, videoconferencing, web conferencing, and threaded discussions;
- Student services, such as libraries, the technical help desk, and extracurricular events;
- Hardware, software, and technologies associated with e-learning;
- Orientation materials and opportunities.

Students registered in an e-learning course outside of their home board will follow the acceptable use policies of the board delivering the course. Where a student is taking a course in another board and where the two policies conflict, the acceptable use policies of the board delivering the course would take precedence.

The QEA Online Platform is to be used by teachers, students and parents or legal guardians authorized for use by the district school board. Materials on the QEA Online Platform are to be used for teaching and learning in Ontario district school boards and are not to be redistributed, sold, or posted on other web-sites

that are not password protected. Students using the QEA Online Platform must be enrolled in a provincially-funded school. Students who are home-schooled can become an authorized user of the QEA Online Platform if they apply to their local district school board for a user account.

RIGHTS AND RESPONSIBILITIES

A. Rights and Responsibilities of the Principal of the School Delivering the E-Learning Course

The principal of the school delivering the e-learning course is responsible for:

- managing the enrolment of students in e-learning courses and ensuring they meet provincial and board policies for class size;
- deciding which e-learning courses will be offered;
- giving permission for an eligible student from another board to take an e-learning course;
- providing an orientation program to teachers teaching an e-learning course through the QEA Online Platform;
- providing an orientation program to students taking their e-learning courses to validate the student's suitability for e-learning and to prepare them for this style of learning;
- ensuring that outlines of the courses of study are available for examination;

- assigning teachers to teach the online courses and ensuring the courses are included in the required teacher workload;
- providing disciplinary support/action in alignment with board policies when required;
- ensuring that the teacher of an e-learning course reports information on student achievement to the student's home school for inclusion in the student's Ontario Student Record (OSR) and on the Ontario Student Transcript (OST);
- conducting performance appraisals of e-learning teachers as is current practice within the board;
- monitoring the online behavior of teachers and students;
- ensuring that suspension and expulsion rules as outlined in provincial policy and district school board policies apply to students participating in e-learning.

B. Rights and Responsibilities of the E-learning Teacher

The e-learning teacher is responsible for:

- becoming familiar with and utilizing teaching tools and communication strategies specific to the e-learning environment;
- ensuring that when any modifications are made to an e-learning course, the course continues to meet all requirements of the Ontario provincial curriculum;
- providing the final assessment and/or examination to student's home school principal for completion;
- providing all records and information on student achievement in the course to student's home school for inclusion on the Ontario Student Transcript (OST) and in the Ontario Student Record (OSR);
- communicating information on student progress to parents and students regularly and in accordance with the delivering board policies;
- conducting parent-teacher interviews. Given that face-to-face teacher parent interviews may not be possible alternative means may be used, such as telephone, videoconferencing and email.

C. Rights and Responsibilities of the E-learning Student

The e-learning student is responsible for:

- applying for an e-learning course through his/her home school;
- participating in an e-learning orientation;
- following all delivering school policies with respect to acceptable use and student conduct;
- informing his/her principal and/or guidance counselor if he/she wishes to withdraw from an e-learning course.

GENERAL BEHAVIOUR EXPECTATIONS:

The Ministry of Education reserves the right to implement monitoring software to record and identify inappropriate use of this system.

- As a user of QEA Online Platform, although every effort will be made by the DELC to control access, users should have no expectation of privacy and should behave accordingly.
- Users are expected to conduct themselves in a respectful, responsible and ethical manner while online. Because online communication is “faceless”, users sometimes forget that the person they are communicating with is also human;
- Behaviour such as hate mail, harassment, discriminatory remarks, political or derogatory comments to individuals or groups and/or any unethical behaviour will not be tolerated.
- Users are expected to carefully consider the audience for a message and target the message using an appropriate distribution list or individual email account. In replying to messages, consider whether the reply is best sent to an individual, group of individuals or all.
- Hardware, software, and other online resources which make up the QEA Online Platform system are provided for the exclusive educational use of all students, parents and teachers and should not be otherwise copied, used or reused in any way, without the written consent of the Ministry of Education. These resources shall not be used for commercial purposes, product advertising, product/service purchasing, political lobbying, or political campaigning.

For Parents/Guardians of Students in Ontario, in addition to the conditions outlined here it is highly recommended that you become informed of the computer Acceptable Use Policy (AUP) of your daughter’s/son’s school/board.

HARDWARE AND SOFTWARE REQUIREMENT

Hardware and equipment required:

Hardware / System requirement

- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
 - An HD cam or HD camcorder with a video-capture card
Note: See the list of [supported devices](#).
 - Virtual camera software for use with broadcasting software like OBS or IP cameras
Note: For macOS, [Zoom client 5.1.1 or higher is required](#).

Software / OS requirement

- macOS X with macOS X (10.10) or later
- Windows 11*
*Note: Windows 11 is supported on version 5.9.0 or higher.
- Windows 10*
*Note: Devices running Windows 10 must run Windows 10 Home, Pro, or Enterprise. S Mode is not supported.
- Windows 8 or 8.1

- Windows 7

Browser requirement

- Windows: Edge 12+, Firefox 27+, Chrome 30+
- macOS: Safari 7+, Firefox 27+, Chrome 30+
- Linux: Firefox 27+, Chrome 30+