

St. Clair Catholic District School Board  
Student Information Sheet

Grade: **12**  
Course Code: **ENG 4CO**  
Course Type: **College Preparation**  
Credit: **One**  
Prerequisite: **ENG 3CO**  
School: **Ursuline College Chatham**  
Department: **English**  
Program Head: **Ms. C. Dunn**

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Course Description:

**This course emphasizes consolidation of literacy, critical thinking, and communication skills necessary for academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary works from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.**

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How this course supports the Ontario Catholic Graduate Expectations:

**Though the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.**

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How this course supports the competencies of Choices Into Action:

**It incorporates all "Areas of Learning", pages 8 – 10 Choices Into Action.**

1. Overall Expectations for Student Learning:

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following strands:

Strand: Literature Studies and Reading	Strand: Writing
<ul style="list-style-type: none"> <li>Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a variety of strategies to construct meaning</li> </ul>	<ul style="list-style-type: none"> <li>Generate, gather and organize ideas and information to write for an intended audience</li> </ul>
<ul style="list-style-type: none"> <li>Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience</li> </ul>
<ul style="list-style-type: none"> <li>Use knowledge of words and cueing systems to read fluently</li> </ul>	<ul style="list-style-type: none"> <li>Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.</li> </ul>
<ul style="list-style-type: none"> <li>Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Strand: Oral Communication	Strand: Media Studies
<ul style="list-style-type: none"> <li>Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of a variety of media texts</li> </ul>
<ul style="list-style-type: none"> <li>Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</li> </ul>
<ul style="list-style-type: none"> <li>Reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication situations</li> </ul>	<ul style="list-style-type: none"> <li>Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts</li> </ul>

## 2. Expectations: Learning Skills

**It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):**

- **Independent working ability**
- **Team work ability**
- **Organizational skills on a daily basis**
- **Strong work habits**
- **Initiative in all areas of the course**

**Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations.**

**The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.**

## 3. Supports For Higher Learning:

**Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative Expectations will be outlined in an IEP and will be communicated to parents.**

4. Course Breakdown and Assessment and Evaluation Strategies:

Unit	Unit Title/ Description	Assessment and Evaluation Strategies	Resources
One	Short Fiction	*the assessment and evaluation strategies will vary according to choice of resource and focus of unit	<u>Between the Lines 12</u>
Two	Novel Study	*the assessment and evaluation strategies will vary according to choice of resource and focus of unit	<u>Of Mice and Men</u>
Three	Drama	*the assessment and evaluation strategies will vary according to choice of resource and focus of unit	<u>Death Of A Salesman</u>
Four	Non – Fiction The World of Business, Technology Informational texts	*the assessment and evaluation strategies will vary according to choice of resource and focus of unit	<u>Between The Lines 12</u> <u>Reading and Writing For Success Senior Reference Points 12</u> -varied informational texts including newspapers, articles, pamphlets, etc.
Five	Writing, Grammar, and various types of communication -infused throughout the course	*the assessment and evaluation strategies will vary according to choice of resource and focus of unit	<u>Between the Lines 12</u> <u>St. Martin's Workbook</u> <u>Language Power J</u> <u>Reading and Writing For Success Senior</u>
Six	Media Studies	*the assessment and evaluation strategies will vary according to choice of resource and focus of unit	-various resources
Seven	Independent Study Unit		
Final Evaluation: Culminating Activities	Independent Study Unit Final Exam		

5. Key Dates, Special Events and Additional Considerations:

6. Teaching/Learning Strategies:

- \*Group Work
- \*Pairs Activities
- \*Whole Class Activities
- \*Lectures
- \*Discussions
- \*Presentations
- \*Other

7. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Category	Evaluation
Knowledge/Understanding	(Term) 20%
Thinking/Inquiry	(Term) 30%
Communication	(Term) 30%
Application	(Term) 20%
Final/Culminating Activities	(Final)
Independent Study Unit	10%
Final Exam	20%

Term: 70%  
Final: 10% + 20%  
Overall: 100%

8. Additional Resources:

Canadian Guide to Language, Literature, and Media

9. School, Department and Classroom Policies:

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(Please detach and return.)

To the student and parent(s)/guardian:

We have read and understood this student information sheet.

Course Code:

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_