GLOBAL JOURNEYS
ACADEMY OF LEARNING

BSID #885651

Enhanced learning in a global setting:
classrooms without borders,
education without limits!

OUTLINES OF
COURSES OF STUDY

Course Title:	English, Grade 10, Academic
Course Name:	English
Course Code:	ENG2D
Grade:	Grade 10
Course Type:	Academic
Credit Value:	1.0
Prerequisite:	English, Grade 9, Academic (ENG1D)
Ministry Guideline:	The Ontario Curriculum, Grades 9 and 10, English, 2007 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin
Department:	English
Department Head:	K. Wilson, OCT# 621489
Development Date:	September 2017
Revision Date:	August 2022

<u>COURSE RATIONALE</u>:

Literacy development is a communal project, and the teaching of literacy skills is embedded across the Ontario curriculum. However, it is the English curriculum that is dedicated to developing the knowledge and skills on which literacy is based – that is, knowledge and skills in the areas of listening and speaking, reading, writing, and viewing and representing. (The **Ontario Curriculum, 9 and 10, English, p. 3**)

Language development is central to students' intellectual, social, cultural, and emotional growth and must be seen as a key component of the curriculum. When students learn to use language, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and to support their opinions with sound arguments and evidence from research. They become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories and novels, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. They come to understand that language is an important medium for communicating ideas and information, expressing world views, and realizing and communicating artistic vision. Students learn that language can be not only used as a tool but also appreciated and enjoyed. (ibid, p. 3)

The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. (ibid, p. 4)

The English program in Grades 9 to 12 includes *compulsory courses* and *optional courses*. The compulsory courses emphasize strong core competencies in listening, speaking, reading, writing, viewing, and representing. As part of their program in Grades 9 and 10, students must take one compulsory course in English in each grade. These courses are offered in two types, academic and applied. (ibid, p. 10)

<u>COURSE DESCRIPTION</u>:

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, 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 the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. (ibid, p.69)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into four distinct but related strands:

A. Oral Communication (ibid, p.70)
By the end of this course, students will:

A1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
A2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
A3. 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.

B. Reading and Literature Studies (ibid, p.73)
By the end of this course, students will:

B1. 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;
B2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
B3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;
B4. 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.

C. Writing (ibid, p.76)
By the end of this course, students will:

C1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
C2. 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;
C3. 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;
C4. 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.

D. Media Studies (ibid, p.80)
By the end of this course, students will:

D1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
D2. 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;
D3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
D4. 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.

<u>OUTLINE OF COURSE CONTENT</u>:

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the strands listed above. The scope of material for study is extensive and a wide-range of topics will be examined, but emphasis will be placed on site-specific texts, wherever appropriate.

ON-LINE INSTRUCTION
Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction   Studying English Literature
5 hours
This class will introduce students to the ENG2D course and online course platform. Students will develop skills to help them explore the works that they will examine onsite, focusing on critical lenses and perspectives, and connecting texts with developing ideologies.
Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess literacy levels.

Unit 1:   Poetry
25 Hours
Students will read a wide variety of poems, examining poetic devices and techniques including apostrophes, metaphor, similes, stanzas, verbs, etc. The poems studied will include traditional texts from the curriculum corpus, as well as location-specific poetry.
Students will (among other things) hear poems read in different meters, create visual and literary responses to poems heard, and write their own poetry.

Unit 2:   Short Works
25 hours
Students will read a selection of short stories and non-fiction works, demonstrating an understanding of the elements of style, composition, and meaning. This unit will include an examination of language skills, grammar basics, and essay writing skills.
Students will (among other things) compose written reflections, a mini essay, and participate in class discussions and oral readings. They will also complete a quiz or unit test.

Unit 3:   **Novel Study**
30 hours
Students will examine a novel related to the site location to make inferences as well as connections to the world around them. Students will also analyse the novel developing their analytical and critical thinking skills. This unit will continue to examine students' language skills, grammar basics, and essay writing skills.
Students will compose reading responses, a graphic organizer or poster, complete worksheets, and learn how to compose a thesis statement and 5-paragraph essay.

Unit 4:   **Drama**
25 hours
Students will examine a work of Shakespeare exploring literary elements, theme, and style. Students may study the play onsite or watch a modern film adaptation.
Students will (among other things) contribute to class discussion and reading of the play, complete a quiz or unit test, perform a soliloquy, and compose a formative group essay.

Culminating Activities
10 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

We strongly believe that both teachers and students have complementary responsibilities. Students have many responsibilities with regard to their learning. Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers is extremely important to these students' success. However, taking responsibility for their progress and learning is an important part of education for students, regardless of circumstances. (ibid, p.5)

Mastering the concepts and skills connected with the language curriculum requires work, study, and the development of cooperative skills. In addition, students who actively pursue opportunities outside the classroom will extend and enrich their understanding of the communication process. Their understanding and skills will grow as they explore their world and engage in activities, for their own purposes, that involve reading, writing, speaking, listening, viewing, and representing. Students develop their literacy skills when they seek out recreational reading materials and multimedia works that relate to their personal interests and to other subject areas, and when they engage in conversation with parents, peers, and teachers about what they are reading, writing, viewing, representing, and thinking in their daily lives. (ibid, p.5)

Teachers develop appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student. (ibid, p.6)

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop the literacy and language skills that will allow them to participate more effectively in their communities as responsible and active citizens. The study of literature and the media provides students with an awareness and appreciation of the culture that surrounds, challenges, and nourishes them. (ibid, p.6)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 24–25;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.20-21)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *thinking and application* - creative visual assignments and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3. (ibid, p.24)

Assessment for the **Grade 10 English** course will be based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK 70%	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts (individual) and Discussion Forums (pairs) • Directed Readings – Book Talks • Dramatization or Oral Presentation • Literary Analysis – Literature Report • Media Constructs – Infographic – PPT – Poster • Museum Worksheets – art + text • Personal Response Journal • Poetry Response – Artwork / Paper / Song • Quizzes and/or Tests • Writing Skills for Essays - Annotated Bibliography; Intro Paragraph + Thesis Statement; Draft Essay.
SUMMATIVE WORK 30%	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Final Essay: Students will produce an original short story and pair this with a short mixed-media presentation. Students will use a public library as well as their observations onsite to amass a wealth of primary research possibilities. • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement: *knowledge / understanding*; *thinking / investigation*; *communication*; and *application*. The percentage breakdown of each category is as follows:

STUDENT EVALUATION CRITERIA					
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%	
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	**70**	FINAL TOTAL	**30**	

From: **The Ontario Curriculum, Grades 9 and 10, English, p. 24-25**

ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (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)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, graphic, and written forms, including media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes *(e.g., use of appropriate style, voice, point of view)* **in oral, graphic, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., grammar, spelling, punctuation, usage)*, **vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., literacy strategies and processes; literary terminology, concepts, and theories)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., literacy strategies and processes; literary terminology, concepts, and theories)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between the text and personal knowledge and experience, other texts, and the world outside school)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

CONSIDERATIONS FOR PROGRAM PLANNING:

This **Grade 10 English** course encourages the following planning and program considerations:

Special Education Needs
- In planning English courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.28)
- 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. (ibid, p.29)
- If a student requires modified expectations in English courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and achievement levels outlined in this document. (ibid, p.29)

Antidiscrimination in the English Program
- Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. (ibid, p.33)

Information and Communications Technology
- 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. (ibid, p. 35)

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. (ibid, p.36)

Cooperative Education and 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. (ibid, p.36)

Health and Safety

- 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. (ibid, p. 37).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday–Friday) from 8:30am-12:30pm and 2:00-4:00pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public galleries, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Education Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR THIS COURSE:

Students will choose from a range of traditional and non-traditional, site-specific texts, which will be either purchased by the student or provided by the teacher.

Online Resources

Ontario Reading Association https://www.literacyworldwide.org/
English Language Arts Network http://www.elan.on.ca/

Literary Criticism http://www.ipl.org/div/litcrit/
The Poetry Foundation https://www.poetryfoundation.org/

Literature Resource Centre
http://go.galegrouibid, p.com/ps/start.do?p=LitRC&u=orange_main&authCount=1

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad.
Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

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Course Name:	English
Course Code:	ENG3U
Grade:	Grade 11
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	Grade 10 English, Academic (ENG2D)
Ministry Guideline:	The Ontario Curriculum, Grades 11 and 12, English, 2007 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin
Department:	English
Department Head:	K. Wilson, OCT# 621489
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COURSE RATIONALE:

Literacy development is a communal project, and the teaching of literacy skills is embedded across the Ontario curriculum. However, it is the English curriculum that is dedicated to developing the knowledge and skills on which literacy is based – that is, knowledge and skills in the areas of listening and speaking, reading, writing, and viewing and representing. (**The Ontario Curriculum, 11 and 12, English, p. 3**)

Language development is central to students' intellectual, social, cultural, and emotional growth and must be seen as a key component of the curriculum. When students learn to use language, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and to support their opinions with sound arguments and evidence from research. They become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories and novels, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. They come to understand that language is an important medium for communicating ideas and information, expressing world views, and realizing and communicating artistic vision. Students learn that language can be not only used as a tool but also appreciated and enjoyed. (ibid, p. 3)

The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners. (ibid, p.4)

The English program in Grades 9 to 12 includes *compulsory courses* and *optional courses*. The compulsory courses emphasize strong core competencies in oral communication, reading and literature studies, writing, and media studies. As part of their program in Grades 11 and 12, students must take one compulsory course in English in each grade. They may choose their compulsory courses from three types of courses in Grades 11 and 12: university preparation, college preparation, and workplace preparation. (ibid, p. 9)

COURSE DESCRIPTION:

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. (ibid, p.41)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into four distinct but related strands:

A. Oral Communication (ibid, p.42)

By the end of this course, students will:

A1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
A2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
A3. 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.

B. Reading and Literature Studies (ibid, p.46)

By the end of this course, students will:

B1. 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;
B2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
B3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;
B4. 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.

C. Writing (ibid, p.50)

By the end of this course, students will:

C1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
C2. 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;
C3. 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;
C4. 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.

D. Media Studies (ibid, p.55)

By the end of this course, students will:

D1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
D2. 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;
D3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
D4. 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.

OUTLINE OF COURSE CONTENT:

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the strands listed above. The scope of material for study is extensive and a wide-range of texts will be examined, but emphasis will be placed on site-specific material and texts, wherever appropriate.

ON-LINE INSTRUCTION

Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION

Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction   **Studying English Literature**
5 hours
This class will introduce students to the ENG3U course and online course platform. Students will develop skills to help them explore the works that they will examine onsite, focusing on critical lenses and perspectives, and connecting new works to their own ideologies.
Students will (among other things) access their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess literacy levels.

Unit 1:   **Poetry**
15 Hours
Students will demonstrate an understanding of the elements of poetry with an emphasis on poetic form and style. Students will analyze and assess ideas, themes, concepts, and arguments related to a range of poems, including poems from location-specific authors. These poems will be in English translation to augment the travel abroad experience. Students will (among other things) write a personal response connecting one or more of the poems studied to a museum or site visit on location. Students may also write a unit test.

Unit 2:   **Short Stories**
20 Hours
Students will demonstrate an understanding of short stories with an emphasis on the elements, form, and style of a wide selection of stories. The unit will infuse short stories from location-specific authors to augment the travel abroad experience.

Students will (among other things) participate in group discussions, oral readings, and dramatic performances. They will also write a unit test.

Unit 3:   **Novel Study**
25 Hours
This unit introduces students to the concept of social commentary. The unit explores the genre of the novel as a product of its cultural milieu and seeks to understand how a work of literature serves as an effective tool for social commentary. Skills taught include understanding of literary terms, narrative style, as well as, how these techniques enhance meaning in literature. Through the study of a traditional 3U novel, students will gain a deeper understanding of the relationship between themselves and their environment.
Students will complete worksheets and personal responses. They will also begin various exploring research and writing techniques. They may also write a unit test.

Unit 4:   **Drama**
15 Hours
This unit provides the opportunity for students to apply the knowledge and skills developed in Units 1, 2, and 3 while extending their facility with literary analysis. Students will critically analyze *a play* and then write a scene in the style of the play as an homage to the author and a testament to the inherent themes. They may also write a unit test.

Unit 5:   **Film as Literature**
20 Hours
This unit explores the complex interplay of film as literature. A site-specific film will be analyzed for its inspiration to help students discover the ways in which story works in terms of our understanding of the nature of literature and the role it plays in our lives. A screenplay will be read and studied. Students will then view the film and understand how the written word is transferred to the moving image.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

We strongly believe that both teachers and students have complementary responsibilities. Students have many responsibilities with regard to their learning. Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers is extremely important to these students' success. However, taking responsibility for their own progress and learning is important for students, regardless of circumstances. (ibid, p.5)

Mastering the concepts and skills connected with the language curriculum requires work, study, and the development of cooperative skills. In addition, students who actively pursue opportunities outside the classroom will extend and enrich their understanding of the communication process. Their understanding and skills will grow as they explore their world and engage in activities, for their own purposes, that involve reading, writing, speaking, listening, viewing, and representing. Students develop their literacy skills when they seek out recreational reading materials and multimedia works that relate to their personal interests and to other subject areas, and when they engage in conversation with parents, peers, and teachers about what they are reading, writing, viewing, representing, and thinking in their daily lives. (ibid, p.5-6)

Teachers develop appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student. (ibid, p.6)

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop the literacy and language skills that will allow them to participate more effectively in their communities as responsible and active citizens. The study of literature and the media provides students with an awareness and appreciation of the culture that surrounds, challenges, and nourishes them. (ibid, p.6)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 24–25;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.20-21)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *thinking and application* - creative visual assignments and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3. (ibid, p.24)

Assessment for this **Grade 11 English** course is based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK **70%**	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts (individual) and Discussion Forums (pairs) • Directed Readings – Book Talks • Dramatization or Oral Presentations • Literary Analysis – Literature Report • Media Constructs – Infographic – PPT – Poster • Museum Worksheets – art + text • Personal Response Journal • Poetry Response – Artwork / Paper / Song • Quizzes and/or Tests • Writing Skills - Annotated Bibliography; Thesis Statement.
SUMMATIVE WORK **30%**	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Final Media Project: Throughout the course and their travels students will compile a treasure trove of one-second images: what they consider to be beautiful, artistic or worthy to be a memory of this course, their travels, and their own individual and collective journeys. In the last days of the program, students will edit those images into one film, with a concrete beginning, middle and end. Students will write a report describing the purpose of the film and processes of creation • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement as follows:

STUDENT EVALUATION CRITERIA				
TERM – 70%		**FINAL – 30%**		**FINAL REPORT CARD GRADE CALCULATION – 100%**
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	**70**	**FINAL TOTAL**	**30**	

From: **The Ontario Curriculum, Grades 11 and 12, English, p. 24-25**

ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (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)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), **vocabulary, and terminology of the discipline** in oral, graphic, and written forms, including media forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

CONSIDERATIONS FOR PROGRAM PLANNING:

This **Grade 11 English** course encourages the following planning and program considerations:

Special Education Needs
- In planning English courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.28)
- 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. (ibid, p.29)
- If a student requires modified expectations in English courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and achievement levels outlined in this document. (ibid, p.30)

Antidiscrimination in the English Program
- Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. (ibid, p.33)

Information and Communications Technology
- 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. (ibid, p. 35)

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. (ibid, p.36)

Cooperative Education and 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. (ibid, p.36)

Health and Safety

- 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. (ibid, p. 37).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday–Friday) from 8:30am-12:30pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public places, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR THIS COURSE:

Students will choose from a range of traditional and non-traditional, site-specific texts, which will be either purchased by the student or provided by the teacher.

Online Resources

Ontario Reading Association https://www.literacyworldwide.org/
English Language Arts Network http://www.elan.on.ca/

Literary Criticism http://www.ipl.org/div/litcrit/
The Poetry Foundation https://www.poetryfoundation.org/

Literature Resource Centre
http://go.galegrouibid, p.com/ps/start.do?p=LitRC&u=orange_main&authCount=1

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad.
Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	English, Grade 12, University Preparation
Course Name:	English
Course Code:	ENG4U
Grade:	Grade 12
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	Grade 11 English, University Preparation (ENG3U)
Ministry Guideline:	The Ontario Curriculum, Grades 11 and 12, English, 2007 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin
Department:	English
Department Head:	K. Wilson, OCT# 621489
Development Date:	November 2017
Revision Date:	August 2022

COURSE RATIONALE:

Literacy development is a communal project, and the teaching of literacy skills is embedded across the Ontario curriculum. However, it is the English curriculum that is dedicated to developing the knowledge and skills on which literacy is based – that is, knowledge and skills in the areas of listening and speaking, reading, writing, and viewing and representing. (**The Ontario Curriculum, 11 and 12, English, p. 3**)

Language development is central to students' intellectual, social, cultural, and emotional growth and must be seen as a key component of the curriculum. When students learn to use language, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and to support their opinions with sound arguments and evidence from research. They become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories and novels, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. They come to understand that language is an important medium for communicating ideas and information, expressing world views, and realizing and communicating artistic vision. Students learn that language can be not only used as a tool but also appreciated and enjoyed. (ibid, p. 3)

The English curriculum is based on the belief that language learning is critical to responsible and productive citizenship, and that all students can become successful language learners. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. It aims to help students become successful language learners. (ibid, p.4)

The English program in Grades 9 to 12 includes *compulsory courses* and *optional courses*. The compulsory courses emphasize strong core competencies in oral communication, reading and literature studies, writing, and media studies. As part of their program in Grades 11 and 12, students must take one compulsory course in English in each grade. They may choose their compulsory courses from three types of courses in Grades 11 and 12: university preparation, college preparation, and workplace preparation. (ibid, p. 9)

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. (ibid, p.91)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into four distinct but related strands:

A. Oral Communication (ibid, p.92)

By the end of this course, students will:

A1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
A2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
A3. 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.

B. Reading and Literature Studies (ibid, p.96)

By the end of this course, students will:

B1. 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;
B2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
B3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;
B4. 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.

C. Writing (ibid, p.100)

By the end of this course, students will:

C1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
C2. 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;
C3. 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;
C4. 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.

D. Media Studies (ibid, p.105)

By the end of this course, students will:

D1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
D2. 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;
D3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
D4. 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.

OUTLINE OF COURSE CONTENT:

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the four strands listed above. The scope of material for study is extensive and a wide-range of texts will be examined, but emphasis will be placed on site-specific material and texts, wherever appropriate. The timetable for this course is as follows:

ON-LINE INSTRUCTION
Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction: **Studying English Literature**
5 hours
This class will introduce students to the ENG4U course and online course platform. Students will develop skills to help them explore the works that they will examine onsite, focusing on critical lenses and perspectives, and connecting new works to their own ideologies.
Students will (among other things) access their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess literacy levels.

Unit 1:   **Alternative Texts – Fiction/ Nonfiction**
30 hours
Students will study a variety of fiction and nonfiction texts with historical, cultural, and geographical significance and relevance to their travels abroad. Students will explore the elements of cognitive design, character and story archetypes, rhetorical devices, modes of persuasion, reading strategies, and research skills through their exploration of these texts. Students will (among other things) compose written reflections and participate in discussion of works, write an annotation of a short story, create an infographic, and begin working on a thesis statement. They may also write a unit test.

Unit 2:   **Poetry**
20 hours
Students will examine the literary world of poetry, with a sampling of some of the world's classic poetry. Poetic form, language and place in society will be explored. Historical context for each poetic work, as well as the poet himself will be studied.

Students will (among other things) compose a dramatic performance, write their own poetry, and create a visual poem. They may also write a unit test.

Unit 3:   **Drama**
25 hours
Students will study a major work of drama related to the site location. Students will examine literary elements, theme, and style, as well as a wide variety of applicable philosophical perspectives. Extending understanding will also happen when the student makes connections to the modern world, examining the *universality of literature.*
Students will (among other things) participate in class discussions and reading of texts, complete a unit test, perform a soliloquy, and compose a formative group essay.

Unit 4:   **Novel Study**
30 hours
Students will read a modern prose novel related to the site location. The writer's style, structure, and form will form part of the discussion of the text; students will also read for deeper meaning, analyzing the relationships between characters and connecting the text to the lives of others and themselves.
Students will (among other things) complete worksheets and questions, participate in formal discussions (using questions), and write an essay. They may also write a unit test.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

We strongly believe that both teachers and students have complementary responsibilities. Students have many responsibilities with regard to their learning. Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers is extremely important to these students' success. However, taking responsibility for their progress and learning is an important part of education for students, regardless of circumstances. (ibid, p.5)

Mastering the concepts and skills connected with the language curriculum requires work, study, and the development of cooperative skills. In addition, students who actively pursue opportunities outside the classroom will extend and enrich their understanding of the communication process. Their understanding and skills will grow as they explore their world and engage in activities, for their own purposes, that involve reading, writing, speaking, listening, viewing, and representing. Students develop their literacy skills when they seek out recreational reading materials and multimedia works that relate to their personal interests and to other subject areas, and when they engage in conversation with parents, peers, and teachers about what they are reading, writing, viewing, representing, and thinking in their daily lives. (ibid, p.5-6)

Teachers develop appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing different student needs and ensuring sound learning opportunities for every student. (ibid, p.6)

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop the literacy and language skills that will allow them to participate more effectively in their communities as responsible and active citizens. The study of literature and the media provides students with an awareness and appreciation of the culture that surrounds, challenges, and nourishes them. (ibid, p.6)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 24–25;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.20-21)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *thinking and application* - creative visual assignments and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3.   (ibid, p.24)

Assessment for this **Grade 12 English** course is based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK **70%**	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts and Discussion Forums • Media Constructs - Infographic – PPT – Poster • Dramatizations or Oral Performances • Onsite Oral Presentation • Personal Response Journal • Poetry Response Paper • Quizzes and/or Tests • Essay Writing Skills - Annotated Bibliography; Intro Paragraph + Thesis Statement; Draft Essay.
SUMMATIVE WORK **30%**	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Final Essay: Students will explore a work of literature related historically, culturally, or geographically to any of the onsite visits. Through the study of a significant event (or idea) in the site location's history or culture, students will connect their research to the text in an ongoing journal and creative mixed media essay. • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement: *knowledge / understanding*; *thinking / investigation*; *communication*; and *application*. The percentage breakdown of each category is as follows:

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	**70**	**FINAL TOTAL**	**30**	

From: **The Ontario Curriculum, Grades 11 and 12, English, p. 24-25**

ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (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)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) **in oral, graphic, and written forms, including media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) **in oral, graphic, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), **vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

CONSIDERATIONS FOR PROGRAM PLANNING:

This **Grade 12 English** course encourages the following planning and program considerations:

Special Education Needs
- In planning English courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.28)
- 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. (ibid, p.29)
- If a student requires modified expectations in English courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and achievement levels outlined in this document. (ibid, p.30)

Antidiscrimination in the English Program
- Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. (ibid, p.33)

Information and Communications Technology
- 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. (ibid, p. 35)

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. (ibid, p.36)

Cooperative Education and 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. (ibid, p.36)

Health and Safety

- 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. (ibid, p. 37).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday–Friday) from 8:30am-12:30pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public places, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

<u>RESOURCES FOR THIS COURSE</u>:

Students will choose from a range of traditional and non-traditional, site-specific texts, which will be either purchased by the student or provided by the teacher.

Online Resources

Ontario Reading Association https://www.literacyworldwide.org/
English Language Arts Network http://www.elan.on.ca/

Literary Criticism http://www.ipl.org/div/litcrit/
The Poetry Foundation https://www.poetryfoundation.org/

Literature Resource Centre
http://go.galegrouibid, p.com/ps/start.do?p=LitRC&u=orange_main&authCount=1

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad. Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	Core French, Grade 10, Academic Core French, Grade 11, University Preparation Core French, Grade 12, University Preparation
Course Name:	Core French
Ministry Course Code:	FSF2D, FSF3U, FSF4U
Grade:	Grade 10, Grade 11, Grade 12
Course Type:	Academic, University Preparation
Credit Value:	1.0
Prerequisite:	Core French, Grade 9, Academic or Applied Core French, Grade 10, Academic Core French, Grade 11, University Preparation
Ministry Guideline:	The Ontario Curriculum, Grades 9 and 10, French as a Second Language, 2014 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin
Department:	French
Department Head:	M. Salvatore, OCT #249776
Development Date:	August 2022
Revision Date:	April 2023

COURSE RATIONALE:

The study of French is an important part of the Ontario secondary school curriculum. French is not only one of Canada's two official languages but is also widely used around the world. (The **Ontario Curriculum, 9 to 12, French as a Second Language, p. 15**)

Knowledge of a second language is valuable for a number of reasons. Through learning a second language, students strengthen their first-language skills, enhance their critical and creative thinking abilities, and increase their understanding of other cultures. In addition, the ability to communicate in another language provides students with a distinct advantage in a number of careers, both in Canada and internationally.

The primary goal of FSL programs in Ontario is to increase, within realistic and well-defined parameters, a student's ability to use French effectively. The programs enable students to better understand the stages of language learning and the use of language learning strategies in order to become proficient second-language learners. All programs emphasize the development of listening, speaking, reading, and writing skills through the use of a contextual approach and a variety of authentic resources.

There are three FSL programs in Ontario – Core, Extended, and Immersion. School boards must offer a Core French program. The offering of Extended French and French Immersion programs by school boards is optional.

The three FSL programs are designed to provide students with different levels of intensity in the development of students' French-language knowledge and skills, as follows:

Core French. Students are taught French as a subject. At the secondary level, academic, applied, and open courses are offered in Core French in Grades 9 and 10; university preparation and open courses are offered in Grades 11 and 12.

Extended French. Students are taught French as a subject, and French serves as the language of instruction in at least one other subject. At the secondary level, there are academic courses in Extended French in Grades 9 and 10, and university preparation courses in Grades 11 and 12.

French Immersion. Students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in Grades 9 and 10, and university preparation and open courses in Grades 11 and 12.

COURSE DESCRIPTION:

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. (ibid, p. 101)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into four distinct but related strands:

A. Listening (ibid, p.102)
By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

B. Speaking (ibid, p.105)
By the end of this course, students will:

B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

C. Reading (ibid, p.109)
By the end of this course, students will:

C1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
C2. 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;
C3. 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;
C4. 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.

D. Writing (ibid, p.112)
By the end of this course, students will:

D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

OUTLINE OF COURSE CONTENT:

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the strands listed above. The scope of material for study is extensive and a wide-range of topics will be examined, but emphasis will be placed on site-specific texts, wherever appropriate.

ON-LINE INSTRUCTION
Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and/or 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction   **Studying French in France**
10 hours
This class will introduce students to the FSF course and online course platform. Students will develop skills to help them explore the texts and works that they will examine onsite. Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess French levels.

Unit 1:   **French Conversation**
25 Hours
Students will explore a wide range of daily expressions and French idioms in order to attain fluency in oral forms of expression; to be able to communicate, in a nuanced and appropriate way, in a variety of settings; and to be able to comprehend and to develop complex ideas, in written and spoken contexts.

Unit 2:   **French Poetry**
25 hours
Students will read a wide variety of short poems, examining poetic devices and language techniques. The poems studied will include traditional texts from the curriculum corpus, as well as site-specific poetry. Students will examine a variety of critical points of view, with special attention to the place of poetry in socio-cultural contexts.

Unit 3:   **French Playwrights**
25 hours
Students will examine a range of French playwrights for examples of literary elements, theme, and style. Students will study plays onsite or watch a modern Parisian adaptation. Students will develop comprehension of the significance of French in a global context, including the key role played by these playwrights in cross-cultural debates.

Unit 4:   **French Journalism**
25 hours
Students will examine a local newspaper to make inferences as well as connections to the French world around them. Students will analyse the newspaper to develop their analytical and critical thinking skills. This unit will continue to examine students' language skills, grammar basics, and targeted writing skills.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Instruction in FSL should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to enjoy communicating in French throughout their lives. Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students. (ibid, p. 35)

Our teachers use a variety of strategies to help students understand that they can be successful in learning French. Teachers can provide a learning environment that encourages all students to take risks – to speak and write French without being afraid of making mistakes, since making mistakes is part of learning a new language. Also, whenever possible, students should be given opportunities to experience speaking, listening, reading, and writing in French as interconnected processes requiring a set of skills and strategies that cannot be separated and that build on and reinforce one another.

Instruction includes a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to practise, apply skills and strategies, and make choices. As well as teaching and modelling the French language, teachers explicitly teach and model learning strategies. They also encourage students to reflect on and talk about their thinking and learning processes (metacognition), and offer students ongoing, meaningful, and respectful feedback that clearly acknowledges progress and helps them focus on "next steps" and goals.

Our teachers provide daily opportunities for students to speak and interact in French. The teacher sets up learning situations based on authentic communicative tasks, such as requesting information or conveying messages. Learning activities that are based on students' interests, needs, and desire to communicate will achieve the best results in a classroom. (ibid, p. 36)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
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- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.20-21)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
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Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3. (ibid, p.24)

Assessment for the **Senior Secondary French** courses will be based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK 70%	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts (individual) and Discussion Forums (pairs) • Directed Readings – Book Talks • Oral Presentations • Oral Communications • Literary Analysis – Literature Report • Media Constructs – Infographic – PPT – Poster • Museum Worksheets – art + text • Personal Response Journals • Quizzes and/or Tests • Short Written Assignments – Poem / Short Story / Biography / Personal Letter / Media Advertisement / Cooking Recipe / etc.
SUMMATIVE WORK 30%	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Oral Exam: Students will complete an oral exam about a text studied onsite or work of art viewed onsite. The oral conversation will last approximately 30 minutes. • Written Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement as follows:

STUDENT EVALUATION CRITERIA					FINAL REPORT CARD GRADE CALCULATION – 100%
TERM – 70%			FINAL – 30%		
KNOWLEDGE/UNDERSTANDING	17.5		REPORT	15	
THINKING/ INVESTIGATION	17.5		EXAM	15	
COMMUNICATION	17.5				
APPLICATION	17.5				
TERM TOTAL	70		FINAL TOTAL	30	

THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., vocabulary and expressions; concepts, opinions, ideas; facts; language conventions; aspects of culture)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, opinions, and facts and their relationship to forms; language structures and strategies; forms and characteristics of texts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., establishing a focus; setting goals; generating ideas; formulating questions; researching and organizing information; contextualizing and elaborating on ideas; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., predicting; inferring; discussing; interpreting; summarizing; analysing; evaluating; constructing and defending an argument; revising and restructuring)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., using language-learning, inquiry, and problem-solving strategies; prioritizing; critiquing; hypothesizing; synthesizing; forming and justifying conclusions)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication (continued)				
	The student:			
Communication for different audiences (e.g., self, peers, teacher, community members) **and purposes** (e.g., to interact, discuss, collaborate; to inform, raise awareness, explain, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems) **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., strategies, concepts, processes) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., strategies, concepts, processes) **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages; between the school and other social contexts)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

CONSIDERATIONS FOR PROGRAM PLANNING:

These **French** courses encourage the following planning and program considerations:

Special Education Needs
- In planning FSL courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine the appropriate accommodation option for the student. (ibid, p. 39)

English Language Learners
- The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. All teachers share in the responsibility for these students' English-language development, including teachers of FSL, who can also contribute to students' understanding of the enormous importance of literacy in general within the context of learning French. (ibid, p. 41)

Environmental Education
- There are many opportunities to integrate environmental education into the teaching of FSL. Teachers are encouraged to select French texts about environmental topics, enabling students to learn about issues of concern to different communities around the world. Throughout the FSL curriculum, students can be encouraged to read about, discuss, listen to programs about, or make presentations on environmental issues that are of interest to them. (ibid, p.44)

Information and Communications Technology
- The integration of Information and communications technologies (ICT) into the FSL programs represents a natural extension of the learning expectations. Current technologies are useful as both research and reference tools. For example, online dictionaries, thesauri, encyclopedias, and other reference works may be helpful tools for students when conducting research or editing and revising their work. Through ICT, teachers and students can also access authentic texts – including broadcasts, music, blogs, newspapers, magazines, dialogues, and advertisements – by French-speaking people from a variety of cultures in Canada and around the world. (ibid, p. 52)

Cooperative Education and Experiential Learning
- Experiential learning opportunities associated with various aspects of the FSL curriculum help broaden students' knowledge of employment opportunities in a wide range of fields, including interpreting, translating, and publishing and other media-related industries. Teachers should be aware of these fields. (ibid, p.54)

Health and Safety
- Health and safety issues not usually associated with FSL education may be important when the learning involves field trips. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety. (ibid, p. 55).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both online (based in Ontario) and onsite (in various locations around the world). Our online classes run every morning (Monday–Friday) from 8:30am-12:30pm and from 2:00pm-4:00pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our onsite classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public places, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR FRENCH LANGUAGE:

Students will choose from a range of traditional and non-traditional, site-specific texts, which will be either purchased by the student or provided by the teacher.

Online Resources

EduGAINS French as a Second Language

http://www.edugains.ca/newsite/curriculum/secondaryresources/fsl2.html

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad. Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	French Immersion, Grade 10, Academic French Immersion, Grade 11, University Preparation French Immersion, Grade 12, University Preparation
Course Name:	French Immersion
Course Code:	FIF2D, FIF3U, FIF4U
Grade:	Grade 10, Grade 11, Grade 12
Course Type:	Academic, University Preparation
Credit Value:	1.0
Prerequisite:	French Immersion, Grade 9, Academic or Applied French Immersion, Grade 10, Academic French Immersion, Grade 11, University Preparation
Ministry Guideline:	The Ontario Curriculum, Grades 9 and 10, French as a Second Language, 2014 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin
Department:	French
Department Head:	M. Salvatore, OCT # 249776
Development Date:	August 2022
Revision Date:	April 2023

COURSE RATIONALE:

The study of French is an important part of the Ontario secondary school curriculum. French is not only one of Canada's two official languages but is also widely used around the world. (The **Ontario Curriculum, 9 to 12, French as a Second Language, p. 15**)

Knowledge of a second language is valuable for a number of reasons. Through learning a second language, students strengthen their first-language skills, enhance their critical and creative thinking abilities, and increase their understanding of other cultures. In addition, the ability to communicate in another language provides students with a distinct advantage in a number of careers, both in Canada and internationally.

The primary goal of FSL programs in Ontario is to increase, within realistic and well-defined parameters, a student's ability to use French effectively. The programs enable students to better understand the stages of language learning and the use of language learning strategies in order to become proficient second-language learners. All programs emphasize the development of listening, speaking, reading, and writing skills through the use of a contextual approach and a variety of authentic resources.

There are three FSL programs in Ontario – Core, Extended, and Immersion. School boards must offer a Core French program. The offering of Extended French and French Immersion programs by school boards is optional.

The three FSL programs are designed to provide students with different levels of intensity in the development of students' French-language knowledge and skills, as follows:

Core French. Students are taught French as a subject. At the secondary level, academic, applied, and open courses are offered in Core French in Grades 9 and 10; university preparation and open courses are offered in Grades 11 and 12.

Extended French. Students are taught French as a subject, and French serves as the language of instruction in at least one other subject. At the secondary level, there are academic courses in Extended French in Grades 9 and 10, and university preparation courses in Grades 11 and 12.

French Immersion. Students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in Grades 9 and 10, and university preparation and open courses in Grades 11 and 12.

COURSE DESCRIPTION:

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. (ibid, p. 348)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into four distinct but related strands:

A. Listening (ibid, p.349)
By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;
A2. Listening to Interact: interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences;
A3. Intercultural Understanding: demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

B. Speaking (ibid, p.352)
By the end of this course, students will:

B1. Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience;
B2. Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences;
B3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

C. Reading (ibid, p.356)
By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of authentic and adapted French texts, using a variety of reading comprehension strategies;
C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of text forms, including literary, informational, graphic, and media forms;
C3. Intercultural Understanding: demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.

D. Writing (ibid, p.360)
By the end of this course, students will:

D1. Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level;
D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively;
D3. Intercultural Understanding: in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.

<u>OUTLINE OF COURSE CONTENT:</u>

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the strands listed above. The scope of material for study is extensive and a wide-range of topics will be examined, but emphasis will be placed on site-specific texts, wherever appropriate.

ON-LINE INSTRUCTION
Online classes run during the first week of July and take place daily, between the hours of 8:30am–12:30pm and/or 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

<u>Introduction</u>   <u>Studying French in France</u>

10 hours – online
This class will introduce students to the FIF course and online course platform. Students will develop skills to help them explore the texts and works that they will examine onsite.
Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess French levels.

<u>Unit 1:</u>   **<u>French Conversation</u>**

25 Hours – online + onsite
Students will explore a wide range of daily expressions and French idioms in order to attain fluency in oral forms of expression; to be able to communicate, in a nuanced and appropriate way, in a variety of settings; and to be able to comprehend and to develop complex ideas, in written and spoken contexts.

<u>Unit 2:</u>   **<u>French Poetry</u>**

25 hours – onsite
Students will read a wide variety of short poems, examining poetic devices and language techniques. The poems studied will include traditional texts from the curriculum corpus, as well as site-specific poetry. Students will examine a variety of critical points of view, with special attention to the place of poetry in socio-cultural contexts.

Unit 3:   **French Playwrights**

25 hours – onsite
Students will examine a range of French playwrights for examples of literary elements, theme, and style. Students will study plays onsite or watch a modern Parisian adaptation. Students will develop comprehension of the significance of French in a global context, including the key role played by these playwrights in cross-cultural debates.

Unit 4:   **French Novel**

25 hours – onsite
Students will examine a French Novel related to the onsite location (tbd) as well as connections to the French world around them. Students will analyse the novel to develop their critical analysis and descriptive skills. This unit will continue to examine students' language skills, grammar basics, and targeted writing skills.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

Total Hours: **10** online hours + **90** onsite hours = **110** hours for this full-credit course.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Instruction in FSL should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and to be able to enjoy communicating in French throughout their lives. Effective instruction motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning French is important and valuable for all students. (ibid, p. 35)

Our teachers use a variety of strategies to help students understand that they can be successful in learning French. Teachers can provide a learning environment that encourages all students to take risks – to speak and write French without being afraid of making mistakes, since making mistakes is part of learning a new language. Also, whenever possible, students should be given opportunities to experience speaking, listening, reading, and writing in French as interconnected processes requiring a set of skills and strategies that cannot be separated and that build on and reinforce one another.

Instruction includes a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to practise, apply skills and strategies, and make choices. As well as teaching and modelling the French language, teachers explicitly teach and model learning strategies. They also encourage students to reflect on and talk about their thinking and learning processes (metacognition), and offer students ongoing, meaningful, and respectful feedback that clearly acknowledges progress and helps them focus on "next steps" and goals.

Our teachers provide daily opportunities for students to speak and interact in French. The teacher sets up learning situations based on authentic communicative tasks, such as requesting information or conveying messages. Learning activities that are based on students' interests, needs, and desire to communicate will achieve the best results in a classroom. (ibid, p. 36)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 24–25;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.20-21)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *thinking and application* - creative visual assignments and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3. (ibid, p.24)

Assessment for the **Senior Secondary French** courses will be based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK 70%	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts (individual) and Discussion Forums (pairs) • Directed Readings – Book Talks • Oral Presentations • Oral Communications • Literary Analysis – Literature Report • Media Constructs – Infographic – PPT – Poster • Museum Worksheets – art + text • Personal Response Journals • Quizzes and/or Tests • Short Written Assignments – Poem / Short Story / Biography / Personal Letter / Media Advertisement / Cooking Recipe / etc.
SUMMATIVE WORK 30%	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Written Report: Students will complete a written report about a text studied onsite or work of art viewed onsite. An oral conversation will accompany the written report. • Written Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement as follows:

STUDENT EVALUATION CRITERIA					FINAL REPORT CARD GRADE CALCULATION – 100%
TERM – 70%		FINAL – 30%			
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15		
THINKING/ INVESTIGATION	17.5	EXAM	15		
COMMUNICATION	17.5				
APPLICATION	17.5				
TERM TOTAL	70	FINAL TOTAL	30		

From: **The Ontario Curriculum, Grades 9-12, French as a Second Language, p. 32-33.**

THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., vocabulary and expressions; concepts, opinions, ideas; facts; language conventions; aspects of culture)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, opinions, and facts and their relationship to forms; language structures and strategies; forms and characteristics of texts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., establishing a focus; setting goals; generating ideas; formulating questions; researching and organizing information; contextualizing and elaborating on ideas; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., predicting; inferring; discussing; interpreting; summarizing; analysing; evaluating; constructing and defending an argument; revising and restructuring)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., using language-learning, inquiry, and problem-solving strategies; prioritizing; critiquing; hypothesizing; synthesizing; forming and justifying conclusions)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication (continued)				
	The student:			
Communication for different audiences (e.g., self, peers, teacher, community members) **and purposes** (e.g., to interact, discuss, collaborate; to inform, raise awareness, explain, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems) **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., strategies, concepts, processes) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
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Making connections within and between various contexts (e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages; between the school and other social contexts)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

CONSIDERATIONS FOR PROGRAM PLANNING:

These **French** courses encourage the following planning and program considerations:

Special Education Needs
- In planning FSL courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine the appropriate accommodation option for the student. (ibid, p. 39)

English Language Learners
- The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. All teachers share in the responsibility for these students' English-language development, including teachers of FSL, who can also contribute to students' understanding of the enormous importance of literacy in general within the context of learning French. (ibid, p. 41)

Environmental Education
- There are many opportunities to integrate environmental education into the teaching of FSL. Teachers are encouraged to select French texts about environmental topics, enabling students to learn about issues of concern to different communities around the world. Throughout the FSL curriculum, students can be encouraged to read about, discuss, listen to programs about, or make presentations on environmental issues that are of interest to them. (ibid, p.44)

Information and Communications Technology
- The integration of Information and communications technologies (ICT) into the FSL programs represents a natural extension of the learning expectations. Current technologies are useful as both research and reference tools. For example, online dictionaries, thesauri, encyclopedias, and other reference works may be helpful tools for students when conducting research or editing and revising their work. Through ICT, teachers and students can also access authentic texts – including broadcasts, music, blogs, newspapers, magazines, dialogues, and advertisements – by French-speaking people from a variety of cultures in Canada and around the world. (ibid, p. 52)

Cooperative Education and Experiential Learning
- Experiential learning opportunities associated with various aspects of the FSL curriculum help broaden students' knowledge of employment opportunities in a wide range of fields, including interpreting, translating, and publishing and other media-related industries. Teachers should be aware of these fields. (ibid, p.54)

Health and Safety
- Health and safety issues not usually associated with FSL education may be important when the learning involves field trips. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety. (ibid, p. 55).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both online (based in Ontario) and onsite (in various locations around the world). Our online classes run every morning (Monday–Friday) from 8:30am-12:30pm and from 2:00pm-4:00pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our onsite classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public places, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

<u>RESOURCES FOR FRENCH LANGUAGE</u>:

Students will choose from a range of traditional and non-traditional, site-specific texts, which will be either purchased by the student or provided by the teacher.

Online Resources

EduGAINS French as a Second Language

http://www.edugains.ca/newsite/curriculum/secondaryresources/fsl2.html

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad. Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	Canadian History since World War I, Grade 10, Academic
Course Name:	Canadian History since World War I
Course Code:	CHC2D
Grade:	Grade 10
Course Type:	Academic
Credit Value:	1.0
Prerequisite:	None
Ministry Guideline:	The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies, 2018 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin
Department:	Canadian and World Studies
Department Head:	M. Beacock, OCT# 604659
Development Date:	September 2017
Revision Date:	April 2023

COURSE RATIONALE:

History involves the study of diverse individuals, groups, and institutions as well as significant events, developments, and issues in the past. The Grade 10 history courses provide students with an overview of Canadian history from the eve of World War I to the present. These courses convey a sense of the dynamic nature of Canada and of its interconnections with other parts of the world. Students learn that Canada has many stories and that each one is significant and requires thoughtful consideration. Students learn about the historical and contemporary impact of colonialism, the Indian Act, the residential school system, treaties, and systemic racism on Indigenous individuals and communities in Canada.

Students will develop their ability to apply the concepts of historic thinking in order to deepen their understanding of modern Canadian history. They will also develop their ability to apply the historical inquiry process, gathering, interpreting, and analysing historical evidence and information from a variety of primary and secondary sources in order to investigate and reach conclusions about historical issues, developments, and events. (**The Ontario Curriculum, 9 and 10, Canadian and World Studies, p.11-12**)

The study of history in Grade 10 enables students to more fully appreciate Canadian heritage and identity, the diversity and complexity of Canadian society, and the challenges and responsibilities associated with Canada's position in the world. In doing so, it helps prepare students to fulfill their role as informed and responsible global citizens. The study of history in Grade 10 builds on the knowledge, attitudes, and skills, including thinking skills, developed in history in Grades 7 and 8 and supports the further study of history in Grades 11 and 12. (ibid, p.12)

COURSE DESCRIPTION:

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. (ibid, p.107)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into five distinct but related strands:

A. Historical Inquiry and Skill Development (ibid, p.110)

Throughout this course, students will:

   A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914;

A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.

B. Canada, 1914-1929 (ibid, p.112)

By the end of this course, students will:

B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: *Historical Significance; Historical Perspective*)

B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1914 to 1929, and how these interactions affected Canadian society and politics (FOCUS ON: *Historical Significance; Cause and Consequence*) SEP

B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: *Continuity and Change; Historical Perspective*) SEP

C. Canada, 1929-1945 (ibid, p.115)

By the end of this course, students will:

C1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: *Cause and Consequence; Historical Perspective)* SEP

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change)* SEP

C3. Identity, Citizenship, and Heritage: explain how various individuals, groups, and events, including some major international events, contributed to the development of identities, citizenship, and heritage in Canada between 1929 and 1945 (FOCUS ON: *Historical Significance; Historical Perspective)*

D. Canada, 1945-1982 (ibid, p.118)

By the end of this course, students will:

D1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different individuals, groups, and/or communities in Canada, including First Nations, Métis, and Inuit individuals and communities (FOCUS ON: *Historical Significance; Continuity and Change)*

D2. Communities, Conflict, and Cooperation: analyse some key experiences of and interactions between different communities in Canada, including First Nations, Métis, and Inuit communities, as well as interactions between Canada and the international

community, from 1945 to 1982 and the changes that resulted from them (FOCUS ON: *Continuity and Change; Historical Perspective)*

D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982 (FOCUS ON: *Historical Significance; Cause and Consequence)*

E. Canada, 1982 to the Present (ibid, p.122)

By the end of this course, students will:

E1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments in Canada from 1982 to the present, and assess their significance for different groups and communities in Canada, including First Nations, Métis, and Inuit communities (FOCUS ON: *Historical Significance; Continuity and Change)*

E2. Communities, Conflict, and Cooperation: analyse some significant interactions within and between various communities in Canada, including First Nations, Métis, and Inuit communities, and between Canada and the international community, from 1982 to the present, and how key issues and developments have affected these interactions (FOCUS ON: *Continuity and Change; Historical Perspective)*

E3. Identity, Citizenship, and Heritage: analyse how various significant individuals, groups, organizations, and events, both national and international, have contributed to the development of identities, citizenship, and heritage in Canada from 1982 to the present (FOCUS ON: *Historical Significance; Cause and Consequence)*

⌐L⌐
SEP

OUTLINE OF COURSE CONTENT:

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the strands listed above. The scope of material for study is extensive and a wide-range of topics will be examined, but emphasis will be placed on site-specific evidence, wherever appropriate.

ON-LINE INSTRUCTION

Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to login.

ON-SITE INSTRUCTION

Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction: **Historical Inquiry Processes**
5 hours

This section will introduce students to the historical inquiry process, guiding students in their investigations of events, developments, issues, and ideas. The majority of the skills associated with the inquiry process will be embedded within the four strands of course content. A1. A2.

Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess prior knowledge.

Unit 1:   **WWI and the Roaring Twenties (1914-1929)**
25 hours

Students will describe key social, economic, and political events, trends and developments during this time period, including the Great War and the Roaring Twenties. They will explore how attitudes towards minority groups affected the development of Canadian identity and citizenship. B1. B2.

Students will (among other things) participate in group discussions, write a letter from the trenches, compose a political cartoon, start a presentation, and work on a travel journal. They will also write a unit test.

Unit 2:   **The Great Depression and WWII (1930-1945)**
30 hours

Students will examine how major events including the Great Depression and World War II affected various groups in Canada. Students will also study the changing relationships between groups in Canada as well as between Canada and other countries. C1. C2.

Students will (among other things) complete a blog post, write a brief research report, create a propaganda poster, and work on a travel journal. They will also write a unit test.

Unit 3:   **Security, Prosperity, and Tensions (1945-1982)**
25 hours
Students will analyse how significant events, individuals and groups contributed to the development of identity, citizenship, and heritage in Canada. Students will also study interactions between Canada and the international community. D1. D2.
Students will (among other things) participate in group discussion, create a dramatization, and work on a travel journal. They will also write a unit test.

Unit 4:   **Conflicts, Challenges, and Identity (1982-Present)**
25 hours
Students will explore how national and international cultural, social, economic, political, and technological changes have had a major impact on people in Canada. Students will also analyze how various significant individuals, groups, organizations, and events have contributed to the development of identity, citizenship, and heritage in Canada. In particular, this unit will place a large emphasis on Indigenous people's fight for sovereignty, self-government, and truth and reconciliation. E1. E2. E3.
Students will (among other things) complete a blog post, write a mini essay, create an infographic, and work on a travel journal. They will also write a unit test.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education.

Mastering the skills and concepts connected with learning in the Canadian and world studies curriculum requires ongoing practice, personal reflection, efforts to respond to feedback, and commitment from students. It also requires a willingness to try new activities, explore new ideas, keep an open mind, collaborate with peers, and follow safety practices both during field studies and in the classroom. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, the communities to which they belong, and the natural environment. (ibid, p.15)

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and re ne their critical-thinking, problem-solving, and communication skills, as they apply the concepts of disciplinary thinking to the content of the Canadian and world studies courses. The activities offered should give students opportunities to relate their knowledge and skills to the social, environmental, and economic conditions and concerns of the world in which they live. Such opportunities will motivate students to participate in their communities as responsible and engaged citizens and to become lifelong learners. (ibid, p.16)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students; SEP
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit; SEP
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students; SEP
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; SEP
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. (ibid, p.30) SEP

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *thinking and application* - creative visual assignments and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3.   (ibid, p.24)

Assessment for this **Grade 10 History** course will be based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK **70%**	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts (individual) and Discussion Forums (pairs) • Dramatization or Oral Performance • Historical Analysis – Famous Historical Figure • Media Constructs – Infographic – PPT – Poster • Museum Worksheets – art + text • Personal Response Journal • Poster Presentation – Propaganda Poster • Quizzes and/or Tests • Written Assignments – Letter from the Front – Political Cartoon – Propaganda Analysis – Famous Historical Figure
SUMMATIVE WORK **30%**	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Final Essay: Students will research a significant figure in each period of history outlining key contributions to society (in the arts, literature, sciences, etc.). Students will compare and contrast these individuals and assess contributions to the history and development of Canadian history, and humankind. • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement: *knowledge / understanding*; *thinking / investigation*; *communication*; and *application*. The percentage breakdown of each category is as follows:

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	**70**	**FINAL TOTAL**	**30**	

From: **The Ontario Curriculum, Grades 9-12, Canadian and World Studies, p. 42-43.**

THE ACHIEVEMENT CHART: CANADIAN AND WORLD STUDIES, GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – *(continued)*				
	The student:			
Communication for different audiences *(e.g., peers, adults)* **and purposes** *(e.g., to inform, to persuade)* **in oral, visual, and written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., mapping and graphing conventions, communication conventions),* **vocabulary, and terminology of the discipline in oral, visual, and written forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., concepts, procedures, spatial skills, processes, technologies)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

CONSIDERATIONS FOR PROGRAM PLANNING:

This **Grade 10 History** course encourages the following planning and program considerations:

Indigenous Expertise and Protocols
- Teacher at Global Journeys Academy will provide, whenever possible abroad, opportunities for Elders, Métis Senators, knowledge keepers, knowledge holders, residential school survivors and intergenerational survivors, and Indigenous experts in fields such as history, the environment, culture, governance, and law to offer their experience, skills, knowledge, and wisdom to benefit all students. Teachers will ensure that the expertise of the community advisers they consult and/or invite into the classroom is well suited to the topic at hand, that cultural and engagement protocols are followed, and that community members are approached in a respectful and appropriate manner. (ibid, p.40)

Connections to Current Events and Issues
- Teachers at Global Journeys Academy will endeavour to integrate current events and issues within the curriculum expectations, and not treat them as separate topics. The integration of current events and issues into the curriculum will help students make connections between what they are learning in class and past and present-day local, national, and global events, developments, and issues. Examining current events helps students analyze controversial issues, understand diverse perspectives, develop informed opinions, and build a deeper understanding of the world in which they live. In addition, investigating current events will stimulate students' interest in and curiosity about the world around them. The inclusion of current events in Canadian and World studies will help keep the curriculum a relevant, living document. (ibid, p.40)

Special Education Needs
- In planning Canadian and World Studies courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.41)
- 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 here. (ibid, p.42)
- If a student requires modified expectations in English courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined here. (ibid, p.43)

Environmental Education
- There are many opportunities to integrate environmental education into the teaching of Canadian and World Studies. In all subjects of this program, students can be encouraged to explore a range of environmental issues.
- In the Grade 10 history courses, students are able to explore various Canadian political policies and social movements related to the environment. (ibid, p.46)

Financial Literacy

- One of the elements of the vision for the social studies, history, geography, and Canadian and world studies programs is to enable students to become responsible, active citizens who are informed and critically thoughtful. Financial literacy is connected to this element. In the Canadian and World Studies program, students have multiple opportunities to investigate and study financial literacy concepts related to the course expectations.
- In Grade 10 history, students investigate the impact of economic factors on the development of Canada, including how different communities responded to or were affected by these factors. (ibid, p.50).

Cooperative Education and Experiential Learning

- Experiential learning opportunities associated with various aspects of the Canadian and World Studies curriculum help broaden students' knowledge of employment opportunities in a wide range of fields, including parks and recreation; environmental industries such as water management; public institutions such as municipal of offices, libraries, museums, and archives; the public service; local not-for-pro t organizations; and the tourism industry. (ibid, p.57)

Health and Safety

- Health and safety issues not usually associated with Canadian and World Studies education may be important when the learning involves field trips and field studies. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan activities to protect students' health and safety. (ibid, p.58)

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- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR THIS COURSE:

The following resource materials are essential to this **Grade 10 History** course:

Required Textbook

M. Hoogeveen, S. Murdoch. (2014) *Creating Canada: A History – 1942 to the Present*. 2nd edition. McGraw-Hill Ryerson

Online Resources

Biographies of Historical Figures http://www.bbc.co.uk/history/historic_figures/

Canada's History http://www.canadashistory.ca/Education/Classroom-Resources?page=1#/?page=1&format=8b1b6045-2cae-47c2-b646-03ff251302b9

Canadian Military History Gateway http://www.cmhg.gc.ca/

Canadian Museum of History http://www.historymuseum.ca/

Canadian War Museum http://www.warmuseum.ca/firstworldwar/

CBC Archives http://www.cbc.ca/archives/

Common Wealth War Graves Commission https://www.cwgc.org/

Library and Archives Canada https://www.bac-lac.gc.ca/eng/discover/immigration/history-ethnic-cultural/Pages/italian.aspx

Statistics Canada http://www.statcan.gc.ca/eng/start

The Canadian Encyclopedia http://www.thecanadianencyclopedia.com/en/

The Historical Thinking Project http://historicalthinking.ca/

Veterans Affairs Canada http://www.veterans.gc.ca/eng/

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad. Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	World History to the End of the Fifteenth Century, Grade 1, University / College Preparation
Course Name:	World History to the End of the Fifteenth Century
Course Code:	CHW3M
Grade:	Grade 11
Course Type:	University/College Preparation
Credit Value:	1.0
Prerequisite:	Canadian History since World War I, Grade 10, Academic or Applied
Ministry Guideline:	The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2015 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin C. Froese, OCT # 205807
Department:	Canadian and World Studies
Department Head:	M. Beacock, OCT# 604659
Development Date:	September 2017
Revision Date:	August 2022

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COURSE RATIONALE:

History involves the study of diverse individuals, groups, and institutions as well as significant events, developments, and issues in the past. The Grade 11 and 12 history courses provide students with opportunities to study many aspects of Canadian and world history, from early societies to the present. These courses convey a sense of the dynamic nature of Canadian and world history. Students learn that the people of the world have many stories and that each one is significant and requires thoughtful consideration. Students will develop their ability to apply the concepts of historical thinking in order to deepen their understanding of the peoples, events, and forces they are studying. They will also develop their ability to apply the historical inquiry process, gathering, interpreting, and analysing historical evidence and information from a variety of primary and secondary sources in order to investigate and reach conclusions about a wide range of historical issues, developments, and events. (**The Ontario Curriculum, 9 and 10, Canadian and World Studies, p.15**)

The study of history enables students to more fully appreciate heritage and identity, both in Canada and around the globe, the diversity and complexity of different societies, and the challenges and responsibilities associated with participation in the international community. It also enhances students' understanding of the historical roots of many current issues around the world. In doing so, it helps prepare students to fulfill their role as informed and responsible Canadian and global citizens. The study of history in Grades 11 and 12 builds on the knowledge, attitudes, and skills, including thinking skills, developed in history in Grades 7, 8, and 10. (ibid, p.15)

COURSE DESCRIPTION:

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. (ibid, p.317)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into five distinct but related strands:

A. Historical Inquiry and Skill Development (ibid, p.320)
Throughout this course, students will:
   A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history until the end of fifteenth century;
   A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

B.   Early Societies and Rising Civilizations (ibid, p.322)

By the end of this course, students will:

B1. Early Societies: analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development (FOCUS ON: *Cause and Consequence; Continuity and Change*) ⌈SEP⌉

B2. Social, Economic, and Political Context: analyse key social, economic, and political structures and/or developments in three or more early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, and explain their impact on people's lives (FOCUS ON: *Historical Significance; Perspective*) ⌈SEP⌉

B3. Cooperation, Conflict, and Rising Civilizations: analyse, with reference to specific early societies and emerging cradles of civilization, each from a different region and a different period prior to 1500, how interactions within and between societies contributed to the development of civilizations (FOCUS ON: *Historical Significance; Continuity and Change*) ⌈SEP⌉

C. Flourishing Societies and Civilizations (ibid, p.325)

By the end of this course, students will:

C1. Social, Economic, and Political Context: analyse key social, economic, and political structures and developments in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500 (FOCUS ON: *Historical Significance; Cause and Consequence*) ⌈SEP⌉

C2. Stability and Expansion: analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods prior to 1500 (FOCUS ON: *Cause and Consequence; Continuity and Change*) ⌈SEP⌉

C3. Identity, Citizenship, and Culture: assess the contributions of various individuals and groups⌈SEP⌉to the development of identity, citizenship, and culture in three or more flourishing societies/ civilizations, each from a different region and a different period prior to 1500 (FOCUS ON: *Historical Significance; Historical Perspective*) ⌈SEP⌉

D. Civilizations in Decline (ibid, p.328)

By the end of this course, students will:

D1. Social, Economic, and Political Context: explain the role of various social, economic, and political events and developments in the decline of three or more societies/civilizations, each from a different region and different period prior to 1500, and how these factors affected people living in these societies (FOCUS ON: *Historical Significance; Cause and Consequence*)

D2. Interrelationships: analyse how interrelationships with other societies and with the environment contributed to the decline of three or more societies/civilizations, each from a different region and different period prior to 1500 (FOCUS ON: *Cause and Consequence; Continuity and Change*)

D3. Cultural Characteristics and Identity: analyse aspects of culture and identity in three or more societies/ civilizations in decline, each from a different region and different period prior to 1500 (FOCUS ON: *Continuity and Change; Perspective*)

E. The Legacy of Civilizations (ibid, p.330)⌈SEP⌉

By the end of this course, students will:

E1. Social, Cultural, and Political Heritage: analyse the socio-economic, cultural, and political legacies of societies/civilizations from three or more regions and from different periods prior to 1500 (FOCUS ON: *Historical Significance; Continuity and Change*) ⌈SEP⌉

E2. The Legacy of Interactions: analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions (FOCUS ON: *Cause and Consequence; Historical Perspective*) ⌈SEP⌉

E3. The Fifteenth-Century World: demonstrate an understanding of the general social, economic, and political context in societies in two or more regions of the world in the fifteenth century (FOCUS ON: *Historical Significance; Historical Perspective*) ⌈SEP⌉

OUTLINE OF COURSE CONTENT:

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the five strands listed above. The scope of material for study is extensive and a wide-range of topics will be examined, but emphasis will be placed on site-specific evidence, wherever appropriate.

ON-LINE INSTRUCTION
Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to login.

ON-SITE INSTRUCTION
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction: **Historical Inquiry Skills**
6 hours
This section will introduce students to the historical inquiry process, guiding students in their investigations of events, developments, issues, and ideas. The majority of the skills associated with the inquiry process will be embedded within the four strands.
Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess prior knowledge.

Unit 1:   **Paleolithic and Neolithic Societies**
25 hours
In this unit, students learn the techniques used by archaeologists to explore the mysteries of the past. Students contrast Old and New Stone Age people by examining the development of societies from simple nomadic hunters and gatherers to a more complex settled agricultural society. Students discover how favourable agricultural circumstances sustained large populations, and lead to the establishment of the first ancient civilizations.

Unit 2:   **The Ancient Near East**
25 hours
In this unit, students establish and apply the definition of a civilization to societies of the Near East, including Egypt and Mesopotamia. Students analyze the development, diversity and uniqueness of the social, economic and political structures in regions of the world.

Unit 3:   **The Ancient Mediterranean**
25 hours

In this unit, students examine the Classical Civilizations of Greece and Rome. Students study the early Minoan civilization on Crete and conclude with the fall of the Roman Empire. Students follow the conquests of Alexander the Great and assess the resultant spread of Greek culture. Next, students investigate Rome from its beginnings on the Tiber River, to the Republic, to the *Pax Romana*.

Unit 4:   **The Medieval World**
25 hours

This unit focuses on the beginning of the Medieval World revealing how it is unique from ancient Rome and the modern world. Students learn the Church's connection to feudalism, its role in shaping and unifying medieval Europe through intellectual and cultural movements, and how it was the driving force behind the violent Crusades.

Conclusion: **The Legacy of Ancient Civilizations**
4 hours

This unit explores the legacy of ancient civilizations up until the fifteenth century and the continued social, economic, political, etc. impact. E1. E2. E3.

Students will (among other things) participate in group discussions and write a blog post.

Culminating Activities

6 hours onsite will be dedicated to completing the summative assignment.

2 hours onsite will be dedicated to review for the final exam.

2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various text forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

We strongly believe that both teachers and students have complementary responsibilities. Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their improvement and achievement is an important part of every student's education. (ibid, p.18)

Mastering the skills and concepts connected with learning in the Canadian and world studies curriculum requires ongoing practice, personal reflection, an effort to respond to feedback, and commitment from students. It also requires a willingness to try new activities, explore new ideas, keep an open mind, collaborate with peers, and follow safety practices both during field studies and in the classroom. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, the communities to which they belong, and the natural environment. (ibid, p.19)

Canadian and world studies teachers provide students with frequent opportunities to practise their skills and apply new learning and, through regular and varied assessment, give them the specific feedback they need in order to further develop and re ne their skills. By assigning tasks that promote the development of higher-order thinking skills, teachers also help students become thoughtful, creative, and effective communicators. Opportunities to relate knowledge and skills developed in Canadian and world studies to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners. (ibid, p. 20)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. (ibid, p.35-36)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:

- Observation of students' *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *thinking and application* - creative visual assignments and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3. (ibid, p.24)

Assessment for this **Grade 11 History** course will be based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK 70%	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Artifact Journal – art + text • Blog Posts (individual) and Discussion Forums (pairs) • Dramatization or Oral Performance • Historical Analysis • Media Constructs – Infographic – PPT – Poster • Personal Response Journal • Poster Presentation • Quizzes and/or Tests • Written Assignments – Letter from the Past – Famous Historical Figures – Historical Fiction Story
SUMMATIVE WORK 30%	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Final Essay: Students will research a significant **female** figure in each period of history outlining key contributions to society (in the arts, literature, sciences, etc). Students will compare and contrast these individuals and assess contributions to the history and development of ancient history and humankind. • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement, as follows:

STUDENT EVALUATION CRITERIA					FINAL REPORT CARD GRADE CALCULATION – 100%
TERM – 70%		FINAL – 30%			
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15		
THINKING/ INVESTIGATION	17.5	EXAM	15		
COMMUNICATION	17.5				
APPLICATION	17.5				
TERM TOTAL	**70**	FINAL TOTAL	**30**		

THE ACHIEVEMENT CHART: CANADIAN AND WORLD STUDIES, GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication – (continued)				
	The student:			
Communication for different audiences (e.g., peers, adults) **and purposes** (e.g., to inform, to persuade) **in oral, visual, and written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., mapping and graphing conventions, communication conventions), **vocabulary, and terminology of the discipline in oral, visual, and written forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues; in making predictions)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

CONSIDERATIONS FOR PROGRAM PLANNING:

This **Grade 11 History** course encourages the following planning and program considerations:

Special Education Needs
- In planning Canadian and world studies courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.47)
- If a student requires "accommodations only" in Canadian and world studies 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. (ibid, p.48)
- If a student requires modified expectations in English courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and achievement levels outlined in this document. (ibid, p.49)

Environmental Education
- There are many opportunities to integrate environmental education into the teaching of Canadian and world studies. In all subjects of this program, students can be encouraged to explore a range of environmental issues. (ibid, p.52)
- In the history courses, students are able to explore various Canadian and international political policies and social movements related to the environment. In the Canadian and American history courses, as well as World History, students explore how the environment affected settlement and contributed to differentiation between societies and regions. (ibid, p.52)

Equity and Inclusive Education
- The valuing of inclusiveness is an element of the vision statement for the social studies, history, geography, and Canadian and world studies programs. Thus, encouraging students to understand and value diversity is a focus of economics, geography, history, law, and politics in Grades 11 and 12. The expectations in these courses provide numerous opportunities for students to break through stereotypes and to learn about various social, religious, and ethno-cultural groups, including First Nations, Métis, and Inuit people, and how their beliefs, values, and traditions are reflected in the community. Students also investigate injustices and inequalities within various communities, but not simply through the lens of victimization. Rather, they examine ways in which various people act or have acted as agents of change and can serve as role models for responsible, active citizenship. (ibid, p.55)

Financial Literacy
- One of the elements of the vision for the social studies, history, geography, and Canadian and world studies programs is to enable students to become responsible, active citizens who are informed and critically thoughtful. Financial literacy is connected to this element. In the Canadian and world studies program, students

have multiple opportunities to investigate and study financial literacy concepts related to the course expectations. (ibid, p.56)

- In history, students investigate the economic factors that played a role in the development and/or decline of various civilizations and nations around the world. They also analyse how different communities responded to or were affected by various economic events, trends, and developments. (ibid, p.56)

Cooperative Education and Experiential Learning

- Experiential learning opportunities associated with various aspects of the Canadian and world studies curriculum help broaden students' knowledge of employment opportunities in a wide range of fields, including parks and recreation; environmental industries such as water management or alternative energy development; public institutions such as government of offices, libraries, museums, and archives; the public service; local not-for-profit organizations; financial and law-enforcement institutions; and the tourism industry. (ibid, p.64)

Health and Safety

- Health and safety issues not usually associated with Canadian and world studies education may be important when the learning involves field trips and field studies. Out-of-school field trips can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety. (ibid, p. 65).

Ethics and Canadian and World Studies Program

- The Canadian and world studies curriculum provides varied opportunities for students to learn about ethical issues and to explore the role of ethics in both public and personal decision making. During the inquiry process, students may need to make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, developments, and events. Teachers may need to help students in determining appropriate factors to consider when making such judgements. In addition, it is crucial that teachers provide support and supervision to students throughout the inquiry process, ensuring that students engaged in an inquiry are aware of potential ethical concerns and address them in acceptable ways. If students are conducting surveys and/or interviews, teachers must supervise their activities to ensure that they respect the dignity, privacy, and confidentiality of participants.

- Teachers should ensure that they thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarism should be clearly discussed before students engage in an inquiry. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. […] Using accepted forms of documentation to acknowledge sources is a specific expectation within the inquiry and skill development strand for each course in the Canadian and world studies curriculum. (ibid, p.65)

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday – Friday) from 8:30am-12:30pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public places, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

<u>RESOURCES FOR THIS COURSE</u>:

The following resource materials are essential to this **Grade 11 History** course:

Required Resources (to be distributed by the teacher)

Paleolithic and Neolithic Societies – The Journey to Civilization (Mesopotamia)

First Civilizations of the Near East (Ancient Egypt)

Mediterranean Civilizations: From the Rise of the Hellenes to the fall of the Romans

Medieval World – Age of Faith

Online Resources

Ancient History and Archaeology www.teacheroz.com/generalancient.htm

Ancient World Wide Web www.julen.net/ancient/

World History: Ancient and Medieval Eras www.ancienthistory.abc-clio.com

World History www.fsmitha.com

Encyclopedia of World History www.bartleby.com

The Ancient World www.historywiz.com/ancienthistory.htm

Internet Ancient Sourcebook www.sourcebooks.fordham.edu/halsall/ancient/aook.asp

Ancient Civilizations Theme Page www.cin.org/themes/ancient/html

History Link 101 www.historylink101.com

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad.
Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	Classical Civilization, Grade 12, University Preparation
Course Name:	Classical Civilization
Course Code:	LVV 4U
Grade:	Grade 12
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	English, Grade 10, Academic, (ENG2D) or Classical Languages, Level 2, University Preparation (LVGCU / LVLCU)
Ministry Guideline:	The Ontario Curriculum, Grades 9 to 12, Classical Studies and International Languages, 2016 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin
Department:	Classical Studies and International Languages
Department Head:	Dr. L. Trentin
Development Date:	September 2017
Revision Date:	August 2022

COURSE RATIONALE:

The classical studies program comprises courses in the classical languages (Latin and ancient Greek) and a Grade 12 course in classical civilization, which explores the culture of the classical world and its rich legacy. (**The Ontario Curriculum, 9 to 12, Classical Studies and International Languages, p.19**)

Grade 12 Classical Civilization
The classical civilization course is designed to introduce students to the extraordinary achievements and enduring legacy of the ancient Greeks and Romans. This course will allow students to develop an understanding of the classical world and to gain insight into the vast and profound influence of the classical world on the modern world. For students who have studied one or both of the classical languages, this course will enrich their knowledge of the ancient Mediterranean by allowing them to extend their understanding through additional research. (ibid, p.23)

In the classical studies courses, students learn about the enduring achievements and rich legacy of classical societies, exploring diverse aspects of life in the ancient world such as language, culture, commerce, social customs, and fields of intellectual inquiry. In addition to building proficiency in classical languages and knowledge of the classical world, an important aim of the courses offered in classical studies is to help students understand the world in which they live by making connections between the classical world and other ancient and modern societies, including their own society. (ibid, p.63)

COURSE DESCRIPTION:

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies. (ibid, p.94)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into five distinct but related strands:

A. Critical Thinking and Literacy Skills (ibid, p.95)
Throughout this course, students will:

A1. Research: select and organize information about the classical world from a variety of oral, written, and visual primary and secondary sources;
A2. Interpretation and Evaluation: interpret and evaluate information to make inferences about the cultural customs and values of the classical world;
A3. Communication: communicate knowledge and understanding of the classical world using a variety of media;

A4. Intercultural and Other Connections: describe how learning about the classical world relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and their own experience.

B. Mythology and Literature (ibid, p.99)

Throughout this course, students will:

B1. Mythology: demonstrate knowledge and understanding of different types of myths and their socio-cultural contexts;

B2. Literature: demonstrate knowledge of classical literary genres and understanding of the literary aspects of classical texts;

B3. Terminology and Writing Systems: identify terminology in English derived from classical mythology and literature and use it correctly, and demonstrate knowledge of classical writing systems;

B4. Intercultural and Other Connections: describe how their learning about classical mythology and literature relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and their own experience.

C. History and Geography (ibid, p.101)

By the end of this course, students will:

C1. History: demonstrate knowledge and understanding of the political and social history of societies in the classical world;

C2. Geography: demonstrate knowledge and understanding of the geography of the classical world and its influence on the development of classical culture;

C3. Terminology: identify historical and geographical terminology in English derived from ancient Greek and Latin, including political and legal terminology, and use it correctly;

C4. Intercultural and Other Connections: describe how their learning about the history and geography of the classical world relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and their own experience.

D. Philosophy and Religion (ibid, p.103)

By the end of this course, students will:

D1. Philosophy: demonstrate knowledge and understanding of the schools of classical philosophy and of classical contributions to the development of scientific inquiry;

D2. Religion: demonstrate knowledge and understanding of the diverse religions and religious rituals of the Graeco-Roman world;

D3. Terminology: identify philosophical, scientific, and religious terminology in English derived from ancient Greek and Latin and use it correctly;

D4. Intercultural and Other Connections: describe how their learning about classical philosophy, science, and religion relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and their own experience.

E. Material Culture (ibid, p.105)

By the end of this course, students will:

E1. Archaeology: demonstrate knowledge and understanding of archaeological history, practices, and issues, and the physical remains or artefacts related to classical sites;

E2. Classical Culture: make inferences about the social structures, customs, and technological achievements of classical societies based on information derived from their material culture;

E3. Terminology: identify archaeological, aesthetic, and architectural terms in English derived from ancient Greek and Latin and use them correctly;

E4. Intercultural and Other Connections: describe how their learning about classical material culture relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and personal experience.

OUTLINE OF COURSE CONTENT:

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the five strands listed above. The scope of material for study is extensive and a wide-range of topics will be examined, but emphasis will be placed on site-specific evidence, wherever appropriate. The timetable for this course is as follows:

ON-LINE INSTRUCTION
Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to login.

ON-SITE INSTRUCTION
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction: Studying Classical Civilizations
6 hours
This unit will provide the introduction to LVV4U and the critical thinking and literacy skills to be processed throughout the course. It will prepare students for the wealth of material evidence that they will examine while onsite in Greece and Italy.
Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess prior knowledge.

Unit 1:   Ancient Greece
50 hours
In this unit students examine key geographical locations, historical events, important figures in literature, and famous art and architectural monuments in Greece based specifically on site visits. Topics to be covered include:

Archaic Greece: Greek Literature and Homer's *Iliad*
- Archaic society; Homer and Homeric epic, characterization in the *Iliad*.

Classical Greece: Greek Politics: Democracy and its Legacy
- Democracy in Athens: what is a citizen?; democracy and art: the Parthenon; democracy and philosophy: Socrates.

Hellenistic Greece: Philosophy and Alexander the Great
- Alexander the Great; the spread of Hellenism; Hellenism and art: Pergamon; Greece and Rome.

Students will be required to read selections of the following primary source texts:

1. Sophocles' *Oedipus Rex*, 2. Homer's *Iliad*; 3. Herodotus' *Histories*; 4. Plato's *Republic*.

Class lessons will be combined with on-site tours and museum visits to:
**Athens: Greek Art + Architecture; Epidaurus: Greek Theatre; Delphi: Greek Religion;
Delos: Greek Mythology.**

Unit 2:   Ancient Rome
50 hours
In this unit students examine key geographical locations, historical events, important figures in literature, and famous art and architectural monuments in ancient Italy, based specifically on site visits. Topics to be covered include:

The Founding of Rome: Virgil's *Aeneid* and Roman Identity
- Rome's mythical founding; Virgil and Homeric epic, characterization in the *Aeneid*.
The Roman Republic: The Roman Constitution and its Legacy
- War and expansion; the *cursus honorum*; patricians vs. plebeians, *Romanitas*.
The Roman Empire: Augustus and his Legacy
- The empire and emperor; reforms and revolutions; building programs; *Res Gestae*.
Transformations in the Later Roman Empire
- Diocletian; Constantine; the fall of (Western) Rome and her Empire.

Students will be required to read selections of the following primary source texts:
1. Livy's *History of Rome*, 2. Augustus' *Res Gestae*; 3. Pliny's *Letters*; 4. Cicero's *Speeches*.

Class lessons will be combined with on-site tours and museum visits to:
**Rome: Roman Mythology; Public Architecture; Ostia: Domestic Architecture; Pompeii:
Roman Art.**

Conclusion: The Legacy of Classical Civilization
4 hours
This unit provides the conclusion to LVV4U. Students will review course content. Discussion will focus on the legacy of the classical world today, in Greece and Italy.
Students will (among other things) participate in group discussions and write a blog post.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Global Journeys teachers provide differentiated instruction to meet the diverse learning needs of our students. Teachers also use the program OneNote to assist student learning, while developing 21st century skills in technology.

We strongly believe that both teachers and students have complementary responsibilities. Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement and wellbeing. As they mature and as they develop the ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. (ibid, p.15)

Mastering the skills and concepts connected with learning in the classical studies and international languages curriculum requires ongoing practice, an effort to respond to feedback (to the extent possible), personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and wellbeing. (ibid, p.15)

Teachers develop appropriate and effective instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. Teachers reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability. (ibid, p.16)

Teachers of classical studies and international languages provide students with frequent opportunities to practice their skills and apply new learning and, through regular and varied assessment, give them the specific, descriptive feedback they need in order to further their learning and refine their skills. (ibid, p. 16)

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Some examples of possible instructional strategies employed in **LVV4U** (ibid, p.214-220):

- ***Cooperative Learning.*** Cooperative-learning techniques allow students to work together as a team to accomplish a common learning goal. A cooperative-learning group may work together to complete a research project, prepare a media broadcast, or publish a newsletter.
- ***Guided Reading.*** Guided reading is a strategy that provides the scaffolding necessary for learners to tackle an ancient text. In guided reading, the teacher meets with a group of students who are all reading at the same level. The teacher guides the students through the text with a series of structured activities for use before, during, and after reading the text.
- ***Guided Writing.*** In guided writing, teachers provide direct instruction on aspects of the writing process, as well as supplying direct supports for learners. These supports may include furnishing sentence starters or words to include in writing, providing a paragraph or essay outline to help students structure their writing, or presenting models of successful writing in various genres or forms.
- ***Jigsaw.*** Jigsaw is a cooperative group activity in which one segment of a learning task is assigned to each member of a small group – the "home" group. All home group members then work to become an "expert" in their aspect of the task in order to teach the other group members. Jigsaw activities push all students to take equal responsibility for the group's learning goals. Jigsaw activities can be done in both listening and reading formats.
- ***Journal Writing.*** Journal writing is a technique that encourages students to produce copious amounts of writing while also giving them the opportunity to reflect on their experiences and learning. Journal entries can be personal and private responses to students' own experiences and thoughts, or they can be shared with a teacher or journal buddy, creating a owing, written dialogue between two partners. Another type of journal response is the "in-role" journal, in which students maintain a journal in the voice of a character from a story or novel and convey the character's reactions and feelings as the story unfolds.
- ***Literature Circles.*** Also known as literature study groups or book clubs, literature circles provide an opportunity for a group of readers to get together to talk about a book in depth. The literature circle allows students to engage in natural and motivating talk about books while sharing ideas in a small- group setting.

These activities give students opportunities to relate their knowledge and skills in classical studies to their peers and to the teacher. This helps to develop areas for improvement and highlight areas of strength.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. (ibid, p.28)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:

- Observation of students' *thinking and communication* - participation, class discussion, presentations, speeches, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *thinking and application* - creative visual assignments and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3.   (ibid, p.24)

Assessment for this **Grade 12 Classical Civilization** course is based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK **70%**	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts (individual) and Discussion Forums (pairs) • Creative Assignments – Autobiography from Antiquity • Dramatization or Performance of a Myth • Historical – Literary – Visual Analysis • Media Constructs – Infographic – PPT – Poster • Museum or Site Presentations • Quizzes and/or Tests • Written Assignments – Annotated Bibliography; Thesis Statement + Intro Paragraph; Draft Essay.
SUMMATIVE WORK **30%**	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Archaeological Journal: Students will be required to produce an art / archaeological journal which will combine visual and written documentation of 10 monuments and artifacts visited while on tour. This should be a creative project (including drawings, sketches, postcards, collages, etc.) that includes fact-based, relevant information obtained from class, textbook, museum visits, tour guides, etc. • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement as follows:

STUDENT EVALUATION CRITERIA				
TERM – 70%		**FINAL – 30%**		**FINAL REPORT CARD GRADE CALCULATION – 100%**
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	**70**	**FINAL TOTAL**	**30**	

THE ACHIEVEMENT CHART: CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES , GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., vocabulary and expressions; language conventions; cultural information; linguistic elements)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, opinions; language structures and strategies; verbal and non-verbal cues; forms and characteristics of texts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., establishing a focus; setting goals; generating ideas; formulating questions; gathering information; organizing information and ideas; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing; inferring; predicting; summarizing; revising and restructuring; integrating; interpreting; evaluating; detecting bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reasoning; critical literacy; analytical, metacognitive, inquiry, problem-solving, and decision-making processes; critiquing)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Organization and expression of ideas and information (e.g., logical organization, clear expression) in oral, graphic/visual, and/or written forms	organizes and expresses ideas and information with limited effectiveness	organizes and expresses ideas and information with some effectiveness	organizes and expresses ideas and information with considerable effectiveness	organizes and expresses ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication *(continued)*				
	The student:			
Communication for different audiences *(e.g., use of the target language in socially and culturally appropriate ways)* **and purposes** *(e.g., to interact, collaborate; to inform, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems)* **in oral, graphic/ visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., language structures, spelling, punctuation, elements of style and usage)*, **vocabulary, and terminology of the discipline in oral, graphic/ visual, and/or written forms** *(e.g., in contextualized situations)*	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., language-learning strategies, translation skills, derivative identification skills, cultural knowledge)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., language-learning strategies, cultural knowledge)* **to new contexts** *(e.g., authentic classroom scenarios)*	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between personal, social, global, cultural, historical, and/or environmental contexts; between the language of study and other languages; between languages and other subjects)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

CONSIDERATIONS FOR PROGRAM PLANNING:

In addition, this **Grade 12 Classical Civilization** course encourages the following planning and program considerations:

Special Education Needs
- In planning courses in classical studies and international languages for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine appropriate options for the student. (ibid, p.40)
- If a student requires "accommodations only" in courses in classical studies and international languages, assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. (ibid, p.41)
- If a student requires modified expectations in classical studies and international languages courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. (ibid, p.42)

Environmental Education
- Courses in classical studies and international languages can be powerful vehicles for students to explore and identify the social, historical, and political impacts of issues related to the environment. For example, in the Grade 12 Classical Civilization course, students might explore how the urbanization methods of classical societies affected the environment and vice versa, as well as how the natural world influenced mythology and religion in the classical era. (ibid, p.46)

Equity and Inclusive Education
- In a classical studies and international languages program that is aligned with inclusive education policies, learning resources and materials presented for classroom use reflect the broad range of students' interests, backgrounds, cultures, and experiences.
- In general, the study of the language conventions, linguistic elements, cultural contexts, and historical references should be inclusive and representative of diverse cultures, and should provide opportunities for students to explore issues relating to their identity. (ibid, p.48)

Financial Literacy
- In the classical studies and international languages program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understandings of personal financial planning by participating in role plays of interactions such as buying and selling goods. They can also become familiar with the variety of currencies used in regions or countries associated with the language of study. Through their study of these regions or countries, students will learn about global economic disparities and their impact on the quality of life in different countries now and in the past. (ibid, p.49)

International Education

- The classical studies and international languages curriculum provides opportunities to extend the classroom experience into a global context. Internationalized learning environments allow students to cultivate meaningful interactions with international students in Ontario and/or through exchange experiences abroad.

- As students benefit from opportunities to build their understanding of other cultures through personal experiences, they will be better equipped to challenge assumptions based on stereotypes and learn to see beyond their differences, cultivating intercultural friendships and networks that will continue beyond their school years. (ibid, p.54)

Information and Communications Technology

- The integration of ICT into courses in the classical studies and international languages program represents a natural extension of the learning expectations. Current technologies can give students exposure to pieces of material culture, historical artefacts, and landmarks and other places of significance that they would never be able to experience firsthand.

- Whenever appropriate, 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 websites to gain access to museums, galleries, and archives in Canada and around the world. (ibid, p. 56)

Experiential Learning

- Experiential learning opportunities associated with various aspects of the classical studies and international languages curriculum help broaden students' knowledge of themselves and of career opportunities in a wide range of fields. For example, students of classical studies could extend their understanding by completing an internship in a museum, an art gallery, an auction house, a rare book library, or a university. (ibid, p.58)

Health and Safety

- Health and safety issues not usually associated with education in classical studies and international languages may be important when the learning involves field trips and other out-of-school events, such as student exchange programs. Such excursions can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety. (ibid, p. 60).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday–Friday) from 8:30am-12:30pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public places, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and museum tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Online courses use the OneNote class site to facilitate ongoing communication between teachers and students. Once on-site, up-to-date information concerning a course is posted on OneNote. In order for students to receive this information, they must check the site regularly. Where access to technology and internet (wifi) is limited, staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR THIS COURSE:

The following resource materials are essential to this **Grade 12 Classical Civilization** course:

Required Textbooks
Trentin, L. (2017) *Classical Sculpture in Colour: An Adult Colouring Book* (available online)

Secondary Scholarship
Beard, M. & J. Henderson. (1999) *A Very Short Introduction to Classics*. Oxford.
Goldhill, S. (2005*) Love, Sex and Tragedy: Why Classics Matters*. London.

(**N.B.** Copies will be available on-site to distribute for class discussion)

Ancient Literature
This course will survey the leading works of ancient Greco-Roman literature. Selections from the following primary source texts will be read, in translation:

Ancient Greece: 1. Sophocles' *Oedipus Rex*, 2. Homer's *Iliad*; 3. Herodotus' *Histories*; 4. Plato's *Republic*.

Ancient Rome: 1. Livy's *History of Rome*, 2. Augustus' *Res Gestae*; 3. Pliny's *Letters*; 4. Cicero's *Speeches*.

(**N.B.** The teacher will provide copies of these texts in the original and English translation)

Online Sources
You may wish to peruse these websites, which have general information on Classics and further links of interest:

Ontario Classical Association   http://www.ontclassics.org/
The Perseus Project   http://www.perseus.tufts.edu/
The Latin Library   http://www.thelatinlibrary.com/
The Beazley Archive   http://www.beazley.ox.ac.uk/
Diotima   http://www.stoa.org/diotima/
Atlas of the Greek and Roman World http://www.unc.edu/depts/cl_atlas/
VRoma   http://www.vroma.org/

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad.
Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	Science, Grade 10, Academic
Course Name:	Science
Course Code:	SNC2D
Grade:	Grade 10
Course Type:	Academic
Credit Value:	1.0
Prerequisite:	Science, Grade 9, Academic (SNC1D) or Applied (SNC1P) or De-Streamed (SNC1W)
Ministry Guideline:	The Ontario Curriculum, Grades 9 and 10, Science, 2008 (revised)
Course Developer:	Global Journeys Academy, Dr. L. Trentin
Department:	Science
Department Head:	M. Tate, OCT# 248629
Development Date:	September 2017
Revision Date:	April 2023

COURSE RATIONALE:

Science is a way of knowing that seeks to describe and explain the natural and physical world. An important part of scientific literacy is an understanding of the nature of science, which includes an understanding of the following:

- what scientists, engineers, and technologists do as individuals and as a community
- how scientific knowledge is generated and validated, and what benefits, costs, and risks are involved in using this knowledge
- how science interacts with technology, society, and the environment

Occasionally, theories and concepts undergo change, but for the most part, the fundamental concepts of science – to do with phenomena such as the cellular basis of life, the laws of energy, the particle theory of matter – have proved stable. (**The Ontario Curriculum, Grades 9 and 10, Science, p.4**)

The overall aim of the secondary science program is to ensure scientific literacy for every secondary school graduate. To better achieve this aim, all courses in the program are designed to focus on science not only as an intellectual pursuit but also as an activity-based enterprise within a social context. (ibid, p.11)

The Grade 10 academic and applied courses prepare students for particular destination-related courses in Grade 11, for which prerequisites are specified in the Grade 11 and 12 curriculum policy document. The Grade 11 and 12 science curriculum offers university preparation, university/college preparation, college preparation, and workplace preparation courses. When choosing courses in Grades 9 and 10, students, with the help of parents and educators, should carefully consider their strengths, interests, and needs, as well as their postsecondary goals and the course pathways that will enable them to reach those goals. (ibid, p.12)

COURSE DESCRIPTION:

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. (ibid, p.71)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into six distinct but related strands:

A. Scientific Investigation Skills and Career Exploration (ibid, p.72)

Throughout this course, students will:

A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating); [SEP]

A2. identify and describe a variety of careers related to the fields of science under study, and identify scientists, including Canadians, who have made contributions to those fields.

B. Biology: Tissues, Organs, and Systems of Living Things (ibid, p.74)

By the end of this course, students will:

B1. evaluate the importance of medical and other technological developments related to systems biology, and analyse their societal and ethical implications; [SEP]

B2. investigate cell division, cell specialization, organs, and systems in animals and plants, using research and inquiry skills, including various laboratory techniques; [SEP]

B3. demonstrate an understanding of the hierarchical organization of cells, from tissues, to organs, to systems in animals and plants. [SEP]

C. Chemistry: Chemical Reactions (ibid, p.76)

By the end of this course, students will:

C1. analyse a variety of safety and environmental issues associated with chemical reactions, including the ways in which chemical reactions can be applied to address environmental challenges; [SEP]

C2. investigate, through inquiry, the characteristics of chemical reactions; [SEP]

C3. demonstrate an understanding of the general principles of chemical reactions, and various ways to represent them. [SEP]

D. Earth and Space Science: Climate Change (ibid, p.78)

By the end of this course, students will:

D1. analyse some of the effects of climate change around the world, and assess the effectiveness of initiatives that attempt to address the issue of climate change; [SEP]

D2. investigate various natural and human factors that influence Earth's climate and climate change; [SEP]

D3. demonstrate an understanding of natural and human factors, including the greenhouse effect, that influence Earth's climate and contribute to climate change. [SEP]

E. Physics: Light and Geometric Optics (ibid, p.80)

By the end of this course, students will:

E1. evaluate the effectiveness of technological devices and procedures designed to make use of light, and assess their social benefits; [SEP]

E2. investigate, through inquiry, the properties of light, and predict its behaviour, with respect to reflection in plane and curved mirrors and refraction in converging lenses; [SEP]

E3. demonstrate an understanding of various characteristics and properties of light, particularly with respect to reflection in mirrors and reflection and refraction in lenses. [SEP]

OUTLINE OF COURSE CONTENT:

To ensure that all the above expectations and outcomes are met, the structure of this course will apply the five strands listed above. This course is taught both online and onsite in a student-centered environment. The onsite component incorporates the unique ecosystems and learning environments found in the program location.

ON-LINE INSTRUCTION
Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction: **Scientific Investigation Skills and Career Exploration**
5 hours
This section will introduce students to the required learning related to scientific investigation skills and lab safety related to science. The majority of the skills associated with this unit will be embedded within the four units of course content.
Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess prior science knowledge and skills.

Unit 1: **Biology**
30 hours
Students will explore plant and animal systems, including humans, and the specialized cells, tissues, and organs that are organized into these systems. They will investigate developments in medicine and medical technology, and the social and ethical implications of these developments on plant and animal systems.
Students will (among other things) complete various labs, gizmos, and inquiry activities. They will participate in group discussions and complete at least one blog post. They may also write a quiz or unit test.

Unit 2:   **Chemistry**
25 hours
Students will examine chemical reactions and the ways in which they react with each other. Chemical reactions may have a negative impact on the environment, but they can also be used to address environmental challenges. Students will assess both the positive and negative impacts of chemical reactions in various contexts.
Students will (among other things) complete various labs, gizmos, and inquiry activities. They will also complete a dichotomous key or infographic. They may also write a quiz or unit test.

Unit 3:   **Earth and Space Science**
25 hours
Earth's climate is dynamic and is the result of interacting systems and processes. Global climate change is influenced by both natural and human factors. Students will examine how climate change affects living things and natural systems. They will also assess the impact of climate change and identify effective courses of action to reduce this impact.
Students will (among other things) complete various labs, gizmos, and inquiry activities. They will write a short response in scientific writing. They may also write a quiz or unit test.

Unit 4:   **Physics**
25 hours
Society has benefited from the development of a range of optical devices and technologies. Students will examine the properties of light and predict its behaviour on and through various media, including various reflective shapes and lenses. Discussion will focus on the technological devices and procedures designed to make use of light, and appraisal of the social implications of these innovations.
Students will (among other things) complete various labs, gizmos, and inquiry activities. They will also create a poster presentation for the class. They may also write a quiz or unit test.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Global Journeys teachers provide differentiated instruction to meet the diverse learning needs of our students. Teachers also use the program OneNote to assist student learning, while developing 21st century skills in technology.

We strongly believe that both teachers and students have complementary responsibilities. Students have many responsibilities with regard to their learning, and these increase as they advance through secondary school. Students who are willing to make the effort required and who are able to monitor their thinking and learning strategies and apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. Students who develop mental attitudes and ways of behaving that contribute to success in life will benefit as learners. (ibid, p.7)

Successful mastery of scientific concepts and investigation skills requires students to have a sincere commitment to work and to the development of appropriate learning skills. Furthermore, students should actively pursue opportunities outside the classroom to extend and enrich their scientific understanding and skills. For example, students can make an effort to keep up with current events related to local, national, and international scientific discoveries and innovations. (ibid, p.7)

Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. (ibid, p.8)

Teachers are also responsible for ensuring the safety of students during classroom activities and for encouraging and motivating students to assume responsibility for their own safety and the safety of others. They must also ensure that students acquire the knowledge and skills needed for safe participation in science activities. (ibid, p.8)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 26–27;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.22-23)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and inquiry* - participation, class discussion, presentations, labs, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *communication and application* – presentations, creative visual assignments, and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3. (ibid, p.23)

Assessment for this **Grade 10 Science** course is based on the following:

Assessment and evaluation in this course will be based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Final marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK 70%	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts and Discussion Forums • Dichotomous Key or Graphic Organizer • Oral Presentations; Multimedia Presentations • Quizzes and/or Tests • Science Labs + Lab Reports • Science Gizmos + Worksheets + Diagrams • Scientific Journals or Learning Logs • Scientific Research Skills – exploring scientific databases and research journals; reading scientific articles • Scientific Writing – writing scientific reports.
SUMMATIVE WORK 30%	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Final Research Report: Students are to choose a Canadian or International scientist for each of the units of study to create a "Dream Team" that will open a research station in the program location abroad. For each of the scientists chosen, students must give a brief biography, explain the reasoning for their choice, as well as explain what the individual's role would be at the station. Students are expected to draw from course content and location. • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement as follows:

STUDENT EVALUATION CRITERIA					
TERM – 70%		**FINAL – 30%**		**FINAL REPORT CARD GRADE CALCULATION – 100%**	
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	**70**	**FINAL TOTAL**	**30**	

From: **The Ontario Curriculum, Grades 11 and 12, Science, pp. 28-29**

ACHIEVEMENT CHART: SCIENCE, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terminology, definitions, safe use of equipment and materials)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies (e.g., formulating questions, identifying the problem, developing hypotheses, selecting strategies and resources, developing plans)	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)	uses critical/creative thinking processes, skills, and strategies with limited effectiveness	uses critical/creative thinking processes, skills, and strategies with some effectiveness	uses critical/creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms (e.g., diagrams, models)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (*continued*)				
	The student:			
Communication for different audiences (*e.g., peers, adults*) **and purposes** (*e.g., to inform, to persuade*) **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (*e.g., symbols, formulae, scientific notation, SI units*)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (*e.g., concepts and processes, safe use of equipment, scientific investigation skills*) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (*e.g., concepts and processes, safe use of equipment, scientific investigation skills*) **to unfamiliar contexts**	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment (*e.g., assessing the impact of science on technology, people and other living things, and the environment*)	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

CONSIDERATIONS FOR PROGRAM PLANNING:

This **Grade 10 Science** course encourages the following planning and program considerations:

Health and Safety in Science
- Teachers must model safe practices at all times and communicate safety expectations to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations. Teachers are responsible for ensuring the safety of students during classroom activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers must also ensure that students have the knowledge and skills needed for safe participation in science activities. (ibid, p.30)
- Various kinds of health and safety issues can arise when learning involves field trips. Out- of-school field trips can provide an exciting and authentic dimension to students' learning experiences. They also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety. (ibid, p.31)

Special Education Needs
- In planning science courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.32)
- If a student requires "accommodations only" in science 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. (ibid, p.32)
- If a student requires modified expectations in science courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and achievement levels outlined in this document. (ibid, p.33)

Environmental Education
- The increased emphasis on relating science to technology, society, and the environment (STSE) within this curriculum document provides numerous opportunities for teachers to integrate environmental education effectively into the curriculum. The STSE expectations provide meaningful contexts for applying what has been learned about the environment, for thinking critically about issues related to the environment, and for considering personal action that can be taken to protect the environment. Throughout the courses and strands, teachers have opportunities to take students out of the classroom and into the world beyond the school, to observe, explore, and investigate. One effective way to approach environmental literacy is through examining critical inquiry questions related to students' sense of place, to the impact of human activity on the environment, and/or to systems thinking. (ibid, p.36)

Antidiscrimination Education and Science

- The science program provides students with access to materials that reflect diversity with respect to gender, race, culture, and ability. Diverse groups of people involved in scientific activities and careers should be prominently featured. In planning the science program, teachers should consider issues such as access to laboratory experiences and equipment. Laboratory benches and lighting should be adjustable and appropriate for students with physical disabilities. Equipment and materials can be adapted in ways that are accessible to all students. (ibid, p.39)

Information and Communications Technology

- Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in science. Computer programs can help students collect, organize, and sort the data they gather and to write, edit, and present multimedia reports on their endings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Technology also makes it possible to use simulations – for instance, when field studies on a particular topic are not feasible or dis- sections are not acceptable. (ibid, p. 40)

Career Education

- Ongoing scientific discoveries and innovations coupled with rapidly evolving technologies have resulted in an exciting environment in which creativity and innovation thrive, bringing about new career opportunities. Today's employers seek candidates with strong critical-thinking and problem-solving skills and the ability to work cooperatively in a team – traits that are developed through participation in the science program. Through science courses, students will develop a variety of important capabilities, including the ability to identify issues, conduct research, carry out experiments, solve problems, pre- sent results, and work on projects both independently and as a team. Students are also given opportunities to explore various careers related to areas of science under study and to research the education and training required for these careers. (ibid, p.41)

Cooperative Education and 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 world of science and innovation. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including laboratory technology and research, health care, veterinary science, and horticulture. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer– employee relationships. Teachers of science can support their students' learning by maintaining links with community-based organizations to ensure that students have access to hands-on experiences that will reinforce the knowledge and skills they have gained in school. (ibid, p.42)

<u>SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:</u>

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday–Friday) from 8:30am-12:30pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public places, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR THIS COURSE:

The following resource materials are essential to this **Grade 10 Science** course:

Required Textbook

DiGiuseppe, M. D. Fraser, D. Hayhoe. (2010) *Science Perspectives 10*, Nelson Education Ltd.

Online Resources

Quirks and Quarks www.cbc.ca/radio/quirks

Radiolab www.radiolab.org/series/podcasts

Nova www.pbs.org/wgbh/nova/

TEDtalks podcasts – Science www.ted.com/

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad.
Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	Biology, Grade 11, University Preparation
Course Name:	Biology
Course Code:	SBI3U
Grade:	Grade 11
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	Science, Grade 10, Academic (SNC2D)
Ministry Guideline:	The Ontario Curriculum, Grades 11 and 12, Science, 2008 (revised)
Course Developers:	Global Journeys Academy, Dr. L. Trentin M. McCowan, OCT# 286830
Department:	Science
Department Head:	M. Tate, OCT# 248629
Development Date:	November 2017
Revision Date:	April 2023

COURSE RATIONALE:

The senior science courses build on the Grade 9 and 10 science program, incorporating the same goals of science and fundamental concepts on which that program was based. Both programs are founded on the premise that students learn science most effectively when they are active participants in their own learning. Such participation is achieved when science concepts and procedures are introduced through an investigative approach and are connected to students' prior knowledge in meaningful ways. The Grade 11 and 12 science curriculum is designed to help students prepare for university, college, or the workplace by building a solid conceptual and procedural foundation in science that enables them to apply their knowledge and skills in a variety of ways and successfully further their learning.

An important component of every course in the science program is the development of students' ability to relate science to technology, society, and the environment. Students are encouraged to apply their understanding of science to real-world situations in these areas and to develop knowledge, skills, and attitudes that they will take with them be- yond the science classroom. (**The Ontario Curriculum, 11 and 12, Science, p.10**)

The Grade 11 and 12 science program is designed to help students become scientifically literate. One aspect of scientific literacy is the ability to recognize, interpret, and produce representations of scientific information in forms ranging from written and oral reports, drawings and diagrams, and graphs and tables of values to equations, physical models, and computer simulations. As students' scientific knowledge and skills develop through the grades, they will become conversant with increasingly sophisticated forms and representations of scientific information. (ibid, p.10)

COURSE DESCRIPTION:

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. (ibid, p.46)

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into six distinct but related strands:

A. Scientific Investigation Skills and Career Exploration (ibid, p.48)
Throughout this course, students will:

A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating); ⌈SEP⌋

A2. identify and describe careers related to the fields of science under study, and describe contributions of scientists, including Canadians, to those fields. ⌈SEP⌋

B. Diversity of Living Things (ibid, p.50)

Throughout this course, students will:

B1. analyse the effects of various human activities on the diversity of living things; [SEP]

B2. investigate, through laboratory and/or field activities or through simulations, the principles of [SEP]scientific classification, using appropriate sampling and classification techniques; [SEP]

B3. demonstrate an understanding of the diversity of living organisms in terms of the principles of taxonomy and phylogeny.

C. Evolutions (ibid, p.52)

Throughout this course, students will:

C1. analyse the economic and environmental advantages and disadvantages of an artificial selection technology, and evaluate the impact of environmental changes on natural selection and endangered species; [SEP]

C2. Investigate evolutionary processes, and analyse scientific evidence that supports the theory of evolution; [SEP]

C3. demonstrate an understanding of the theory of evolution, the evidence that supports it, and some of the mechanisms by which it occurs. [SEP]

D. Genetic Processes (ibid, p.54)

Throughout this course, students will:

D1. evaluate the importance of some recent contributions to our knowledge of genetic processes, and analyse social and ethical implications of genetic and genomic research;

D2. investigate genetic processes, including those that occur during meiosis, and analyse data to solve basic genetics problems involving monohybrid and dihybrid crosses; [SEP]

D3. demonstrate an understanding of concepts, processes, and technologies related to the transmission of hereditary characteristics.

E. Animals: Structure and Function (ibid, p.56)

Throughout this course, students will:

E1. analyse the relationships between changing societal needs, technological advances, and our understanding of internal systems of humans; [SEP]

E2. investigate, through laboratory inquiry or computer simulation, the functional responses of the respiratory and circulatory systems of animals, and the relationships between their respiratory, circulatory, and digestive systems; [SEP]

E3. Demonstrate an understanding of animal anatomy and physiology, and describe disorders of the respiratory, circulatory, and digestive systems.

F. Plants: Anatomy, Growth, and Function (ibid, p.58)

Throughout this course, students will:

F1. evaluate the importance of sustainable use of plants to Canadian society and other cultures; [SEP]

F2. investigate the structures and functions of plant tissues, and factors affecting plant growth; [SEP]

F3. demonstrate an understanding of the diversity of vascular plants, including their structures, internal transport systems, and their role in maintaining biodiversity. [SEP]

OUTLINE OF COURSE CONTENT:

This course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. This course is taught both online and onsite in a student-centered environment. The onsite component incorporates the unique ecosystems and learning environments found in the program location.

ON-LINE INSTRUCTION
Online classes run during the first one or two weeks of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:30pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION
Onsite classes run during the last two or three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction: **Scientific Investigation Skills and Career Exploration**
10 hours
This section will introduce students to the required learning related to scientific investigation skills and lab safety related to biology. The majority of the skills associated with this unit will be embedded within the five areas of course content. A1. A2.
Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess prior science skills.

Unit 1:   **Biodiversity**
20 hours
This unit begins with a close look at the methods by which scientists use to identify, name, and classify species. Students will look at how to determine how closely species are related to one another. Students will then look closely at the defining characteristics of all six kingdoms, while taking an in-depth look into Kingdoms Archaea, Eubacteria, and Animalia. Students are also expected to learn the importance and types of biodiversity. B1. B2. B3.

Unit 2:   **Evolution**
20 hours
This unit investigates the role of adaptations and variation in evolution. Students will examine the process of Natural Selection and the criteria needed for it to occur. The pros and cons of Artificial Selection will also be examined. The specific contributions of Darwin, Wallace, Malthus, and many more will be investigated. Students will also examine the sources of evidence for evolution by examining fossil records, biogeography, homologous

and analogous structures. The unit concludes with a look at the mechanisms of evolution and the concept of speciation. C1. C2. C3.

Unit 3:   **Genetic Continuity**
20 hours
In this unit, students will take an in-depth look at the structure of DNA. Students will then examine the stages of the cell cycle: interphase, mitosis, and cytokinesis. We will then examine the process of meiosis by inspecting the specific events of each stage, and comparing the overall process to mitosis. Students are also expected to understand the contributions made by Gregor Mendel to Genetics. We will look at several genetic crosses including, but not limited to: monohybrid crosses, di-hybrid crosses, incomplete dominance, multiple alleles, blood typing, etc. The unit will conclude with a look into reproductive technologies and the future of Genetics research. D1. D2. D3.

Unit 4:   **Animals: Structure & Function**
20 hours
This unit will begin by outlining the function of digestion and investigating the building blocks of macromolecules. Students will then look at the structure and function of the digestive system, with a particular focus on the role of enzymes in digestion. The circulatory system will be examined next by exploring the structure/components of the heart, blood, and blood vessels. The final organ system to be studied is the respiratory system. Here, students will study the anatomy of our lungs and investigate the mechanics of breathing. The unit will conclude by looking at specific disorders of the above mentioned organ systems, and how they interact/rely on one another. E1. E2. E3.

Unit 5:   **Plants**
20 hours
In this unit students will explore the biodiversity of plants and the importance of plants to society and ecosystems. They will develop an understanding of the structure and function of vascular plants and investigate some of their characteristics. F1. F2. F3.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Global Journeys teachers provide differentiated instruction to meet the diverse learning needs of our students. Teachers also use the program OneNote to assist student learning, while developing 21st century skills in technology.

We strongly believe that both teachers and students have complementary responsibilities. Students have many responsibilities with regard to their learning, and these increase as they advance through secondary school. Students who are willing to make the effort required and who are able to monitor their thinking and learning strategies and apply themselves will soon discover that there is a direct relationship between this effort and their achievement and will therefore be more motivated to work. Students who develop mental attitudes and ways of behaving that contribute to success in life will benefit as learners. (ibid, p.7)

Successful mastery of scientific concepts and investigation skills requires students to have a sincere commitment to work and to the development of appropriate learning skills. Furthermore, students should actively pursue opportunities outside the classroom to extend and enrich their scientific understanding and skills. For example, students can make an effort to keep up with current events related to local, national, and international scientific discoveries and innovations. (ibid, p.7)

Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. (ibid, p.8)

Teachers must provide opportunities for students to develop habits of mind appropriate for meaningful work in science, including a commitment to accuracy, precision, and integrity in observation; respect for evidence; adherence to safety procedures; and respect for living things and the environment. (ibid, p.8)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 28–29;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.23-24)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and inquiry* - participation, class discussion, presentations, labs, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *communication and application* – presentations, creative visual assignments, and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3. (ibid, p.24)

Assessment for this **Grade 11 Biology** course is based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their learning, based on the four levels outlined above.

Marks in this course are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK 70%	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: - Blog Posts and Discussion Forums - Dichotomous Key or Graphic Organizer - Labelled Diagrams or Models - Oral Presentations; Multimedia Presentations - Quizzes and/or Tests - Science Labs + Lab Reports - Science Gizmos + Worksheets - Scientific Journals or Learning Logs - Scientific Research Skills – exploring scientific databases and research journals; reading scientific articles and evaluating scientific writing. - Scientific Writing – writing scientific reports
SUMMATIVE WORK 30%	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. - Final Research Report: Throughout the onsite portion of the course students will produce a reflective log that documents some of their experiences and allows them to explore connections between the course content and those experiences. - Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement as follows:

STUDENT EVALUATION CRITERIA					
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	70	FINAL TOTAL	30	

ACHIEVEMENT CHART: SCIENCE, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terminology, definitions, safe use of equipment and materials)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies (e.g., formulating questions, identifying the problem, developing hypotheses, selecting strategies and resources, developing plans)	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence.)	uses critical/creative thinking processes, skills, and strategies with limited effectiveness	uses critical/creative thinking processes, skills, and strategies with some effectiveness	uses critical/creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms (e.g., diagrams, models)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (*continued*)				
	The student:			
Communication for different audiences (*e.g., peers, adults*) **and purposes** (*e.g., to inform, to persuade*) **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (*e.g., symbols, formulae, scientific notation, SI units*)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (*e.g., concepts and processes, safe use of equipment, scientific investigation skills*) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (*e.g., concepts and processes, safe use of equipment, scientific investigation skills*) **to unfamiliar contexts**	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment (*e.g., assessing the impact of science on technology, people and other living things, and the environment*)	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

CONSIDERATIONS FOR PROGRAM PLANNING:

In addition, this **Grade 11 Biology** course encourages the following planning and program considerations:

Special Education Needs
- In planning science courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.34)
- If a student requires "accommodations only" in science courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels here outlined. (ibid, p.35)
- If a student requires modified expectations in science courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and achievement levels outlined in this document. (ibid, p.35)

Environmental Education
- The increased emphasis on relating science to technology, society, and the environment (STSE) within this curriculum document provides numerous opportunities for teachers to integrate environmental education effectively into the curriculum. The STSE expectations provide meaningful contexts for applying what has been learned about the environment, for thinking critically about issues related to the environment, and for considering personal action that can be taken to protect the environment. Throughout the courses and strands, teachers have opportunities to take students out of the classroom and into the world beyond the school, to observe, explore, and investigate. One effective way to approach environmental literacy is through examining critical inquiry questions related to students' sense of place, to the impact of human activity on the environment, and/or to systems thinking. (ibid, p.38)

Antidiscrimination Education and Science
- The science program provides students with access to materials that reflect diversity with respect to gender, race, culture, and ability. Diverse groups of people involved in scientific activities and careers should be prominently featured. In planning the science program, teachers should consider issues such as access to laboratory experiences and equipment. Laboratory benches and lighting should be adjustable and appropriate for students with physical disabilities. Equipment and materials can be adapted to make them accessible to all students. (ibid, p.39)

Information and Communications Technology
- Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in science. Computer programs can help students collect, organize, and sort the data they gather and to write, edit, and present multimedia reports on their endings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Technology also makes it possible to use simulations – for instance, when field studies on a topic are not feasible or dissections aren't acceptable. (ibid, p. 42)

Career Education

- Ongoing scientific discoveries and innovations coupled with rapidly evolving technologies have resulted in an exciting environment in which creativity and innovation thrive, bringing about new career opportunities. Today's employers seek candidates with strong critical-thinking and problem-solving skills and the ability to work cooperatively in a team - traits that are developed through participation in the science program. Through science courses, students will develop a variety of important capabilities, including the ability to identify issues, conduct research, carry out experiments, solve problems, present results, and work on projects both independently and as a team. Students are given opportunities to explore various careers in the sciences and to research the education and training required for these careers. (ibid, p.43)

Cooperative Education and 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 world of science and innovation. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including laboratory technology and research, health care, veterinary science, and horticulture. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer– employee relationships. Teachers of science can support their students' learning by maintaining links with community-based organizations to ensure that students have access to hands-on experiences that will reinforce the knowledge and skills they have gained in school. (ibid, p.43-44)

Health and Safety

- 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 that students under- stand 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. (ibid, p. 44).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday–Friday) from 8:30am-12:30pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public places, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Principal.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR THIS COURSE:

The following resource materials are essential to this **Grade 11 Biology** course:

Required Textbook

Dunlop, J. et al. 2011. *Biology 11*. McGraw-Hill Ryerson.

Online Resources

Computer Simulations for labs will be conducted using Explore Learning:
https://www.explorelearning.com
Student Enrollment Code for the SBI3U Class is: YC6EVQVGD

Crash Course Biology:

Taxonomy https://www.youtube.com/watch?v=F38BmgPcZ_I

Comparative Anatomy https://www.youtube.com/watch?v=7ABSjKS0hic

Natural Selection https://www.youtube.com/watch?v=aTftyFboC_M

Evolution https://www.youtube.com/watch?v=2oKlKmrbLoU

Speciation https://www.youtube.com/watch?v=L0k-enzoeOM

Mitosis https://www.youtube.com/watch?v=H8WJ2KENlK0

The Digestive System https://www.youtube.com/watch?v=s06XzaKqELk

The Circulatory System https://www.youtube.com/watch?v=9fxm85Fy4sQ

Pig Dissection https://www.youtube.com/watch?v=5cLCv136mj8

Khaled bin Sultan Living Oceans Foundation. 2012.
How to conduct a Coral Reef Survey https://www.youtube.com/watch?v=L2ifY5ZJe6g

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad.
Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	Biology, Grade 12, University Preparation
Course Name:	Biology
Course Code:	SBI4U
Grade:	Grade 12
Course Type:	University Preparation
Credit Value:	1.0
Prerequisite:	Biology, Grade 11, University Preparation (SBI3U)
Ministry Guideline:	The Ontario Curriculum, Grades 11 and 12, Science, 2008 (revised)
Course Developers:	Global Journeys Academy, Dr. L. Trentin
M. Hollingsworth, OCT# 534518
Department:	Science
Department Head:	M. Tate, OCT# 248629
Development Date:	November 2017
Revision Date:	April 2023

COURSE RATIONALE:

The senior science courses build on the Grade 9 and 10 science program, incorporating the same goals of science and fundamental concepts on which that program was based. Both programs are founded on the premise that students learn science most effectively when they are active participants in their own learning. Such participation is achieved when science concepts and procedures are introduced through an investigative approach and are connected to students' prior knowledge in meaningful ways. The Grade 11 and 12 science curriculum is designed to help students prepare for university, college, or the workplace by building a solid conceptual and procedural foundation in science that enables them to apply their knowledge and skills in a variety of ways and successfully further their learning. (**The Ontario Curriculum, 11 and 12, Science, p. 10**)

An important component of every course in the science program is the development of students' ability to relate science to technology, society, and the environment. Students are encouraged to apply their understanding of science to real-world situations in these areas and to develop knowledge, skills, and attitudes that they will take with them beyond the science classroom. (ibid, p. 10)

The Grade 11 and 12 science program is designed to help students become scientifically literate. One aspect of scientific literacy is the ability to recognize, interpret, and produce representations of scientific information in forms ranging from written and oral reports, drawings and diagrams, and graphs and tables of values to equations, physical models, and computer simulations. As students' scientific knowledge and skills develop through the grades, they will become conversant with increasingly sophisticated forms and representations of scientific information. (ibid, p.10)

The senior science curriculum also builds on students' experience with a variety of the sophisticated yet easy-to-use computer applications and simulations that are so prevalent in today's world. The curriculum integrates these technologies into the learning and doing of science in ways that help students develop investigation skills, extend their understanding of scientific concepts, enable them to solve meaningful problems, and familiarize them with technologies that can be applied in various other areas of endeavour. In this curriculum, technology does not replace skills acquisition; rather, it is treated as a learning tool that helps students explore concepts and hone skills. (ibid, p.10-11)

COURSE DESCRIPTION:

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. (ibid, p.74)

The course content will be tailored to the site-specific ecosystem.

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into six distinct but related strands:

A. Scientific Investigation Skills and Career Exploration (ibid, p.76)

Throughout this course, students will:

A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating);

A2. identify and describe careers related to the fields of science under study, and describe contributions of scientists, including Canadians, to those fields.

B. Biochemistry (ibid, p.78)

By the end of this course, students will:

B1. analyse technological applications of enzymes in some industrial processes, and evaluate technological advances in the field of cellular biology;

B2. investigate the chemical structures, functions, and chemical properties of biological molecules involved in some common cellular processes and biochemical reactions;

B3. demonstrate an understanding of the structures and functions of biological molecules, and the biochemical reactions required to maintain normal cellular function.

C. Metabolic Processes (ibid, p.80)

By the end of this course, students will:

C1. analyse the role of metabolic processes in the functioning of biotic and abiotic systems, and evaluate the importance of an understanding of these processes and related technologies to personal choices made in everyday life;

C2. investigate the products of metabolic processes such as cellular respiration and photosynthesis;

C3. demonstrate an understanding of the chemical changes and energy conversions that occur in metabolic processes.

D. Molecular Genetics (ibid, p.82)

By the end of this course, students will:

D1. analyse some of the social, ethical, and legal issues associated with genetic research and biotechnology;

D2. investigate, through laboratory activities, the structures of cell components and their roles in processes that occur within the cell;

D3. demonstrate an understanding of concepts related to molecular genetics, and how genetic modification is applied in industry and agriculture.

E. Homeostasis (ibid, p.84)

By the end of this course, students will:

E1. evaluate the impact on the human body of selected chemical substances and of environmental factors related to human activity;

E2. investigate the feedback mechanisms that maintain homeostasis in living organisms;

E3. demonstrate an understanding of the anatomy and physiology of human body systems, and explain the mechanisms that enable the body to maintain homeostasis.

F. Population Dynamics (ibid, p.86)

By the end of this course, students will:

F1. analyse the relationships between population growth, personal consumption, technological development, and our ecological footprint, and assess the effectiveness of some Canadian initiatives intended to assist expanding populations;

F2. investigate the characteristics of population growth, and use models to calculate the growth of populations within an ecosystem;

F3. demonstrate an understanding of concepts related to population growth, and explain the factors that affect the growth of various populations of species.

OUTLINE OF COURSE CONTENT:

This course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. This course is taught both online and onsite in a student-centered environment. The onsite component incorporates the unique ecosystems and learning environments found in the program location.

ON-LINE INSTRUCTION (25 hours total)
Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION (85 hours total)
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction: **Scientific Investigation Skills**
10 hours
This unit will introduce students to the required learning related to scientific investigation skills in the four broad areas of investigation – initiating and planning; performing and recording; analysing and interpreting; and communicating. These skills will be further developed later, in conjunction with the five strands of course content.
Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess prior science skills.

Unit 1:   **Biochemistry**
25 hours
In this unit students explore the biochemical compounds and molecules that make up all living organisms and investigate some of the chemical properties that affect cellular processes and biochemical reactions. Students will also consider how technological applications advancements positively and negatively influence society and the environment (biochemistry and society).

Unit 2:   **Metabolic Processes**
20 hours
This unit introduces students to the ways in which organisms function through metabolic processes (chemical changes and energy conversions). An understanding of metabolic

processes enables students to make informed choices with respect to a range of personal, societal, and environmental issues.

Unit 3:   **Molecular Genetics**
20 hours
In this unit students will study the genetic information carried in the DNA of living organisms. They will also consider genetics research and biotechnology and the social, legal, and ethical implications of such work.

Unit 4:   **Homeostasis**
15 hours
In this unit students study how the human body regulates and maintains balance in the body. Students will become familiar with the feedback mechanisms related to homeostasis, as well as the environmental factors that can affect homeostasis.

Unit 5:   **Population Dynamics**
20 hours
This unit introduces students to the characteristics of populations and how ecologists study populations, allowing students to analyze ecosystems and species onsite. Students will also consider how technological developments can contribute to or help offset the ecological footprint associated with population growth and the consumption of natural resources.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Global Journeys teachers provide differentiated instruction to meet the diverse learning needs of our students. Teachers also use the program OneNote to assist student learning, while developing 21st century skills in technology.

We strongly believe that both teachers and students have complementary responsibilities. Students have many responsibilities with regard to their learning, and these increase as they advance through secondary school. Students who are willing to make the effort required and who are able to monitor their thinking and learning strategies and apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. Students who develop mental attitudes and ways of behaving that contribute to success in life will benefit as learners. (ibid, p.7)

Successful mastery of scientific concepts and investigation skills requires students to have a sincere commitment to work and to the development of appropriate learning skills. Furthermore, students should actively pursue opportunities outside the classroom to extend and enrich their scientific understanding and skills. For example, students can make an effort to keep up with current events related to local, national, and international scientific discoveries and innovations. (ibid, p.7)

Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. (ibid, p.8)

Teachers must provide opportunities for students to develop habits of mind appropriate for meaningful work in science, including a commitment to accuracy, precision, and integrity in observation; respect for evidence; adherence to safety procedures; and respect for living things and the environment. (ibid, p.8)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 28–29;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.23-24)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and inquiry* - participation, class discussion, presentations, labs, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *communication and application* – presentations, creative visual assignments, and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3.   (ibid, p.24)

Assessment for this **Grade 12 Biology** course is based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK 70%	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts and Discussion Forums • Dichotomous Key or Graphic Organizer • Labelled Diagrams or Models • Oral Presentations; Multimedia Presentations • Quizzes and/or Tests • Science Labs + Lab Reports • Science Gizmos + Worksheets • Scientific Journals or Learning Logs • Scientific Research Skills – exploring scientific databases and research journals; reading scientific articles and evaluating scientific writing. • Scientific Writing – writing scientific reports
SUMMATIVE WORK 30%	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Final Research Report: Students will compose a final report on a site-specific topic or based on the reading of a "scientific" novel, presented using formal scientific writing skills. Students will include a works cited list in APA format for sources referenced. • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement as follows:

STUDENT EVALUATION CRITERIA					
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%	
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	70	FINAL TOTAL	30	

ACHIEVEMENT CHART: SCIENCE, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terminology, definitions, safe use of equipment and materials)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies (e.g., formulating questions, identifying the problem, developing hypotheses, selecting strategies and resources, developing plans)	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)	uses critical/ creative thinking processes, skills, and strategies with limited effectiveness	uses critical/ creative thinking processes, skills, and strategies with some effectiveness	uses critical/ creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/ creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms (e.g., diagrams, models)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (*continued*)				
	The student:			
Communication for different audiences (*e.g., peers, adults*) **and purposes** (*e.g., to inform, to persuade*) **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (*e.g., symbols, formulae, scientific notation, SI units*)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (*e.g., concepts and processes, safe use of equipment, scientific investigation skills*) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (*e.g., concepts and processes, safe use of equipment, scientific investigation skills*) **to unfamiliar contexts**	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment (*e.g., assessing the impact of science on technology, people and other living things, and the environment*)	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

CONSIDERATIONS FOR PROGRAM PLANNING:

This **Grade 12 Biology** course encourages the following planning and program considerations:

Special Education Needs
- In planning science courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.34)
- If a student requires "accommodations only" in science courses, assessment and evaluation of achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. (ibid, p.35)
- If a student requires modified expectations in science courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and achievement levels outlined in this document. (ibid, p.35)

Environmental Education
- The increased emphasis on relating science to technology, society, and the environment (STSE) within this curriculum document provides numerous opportunities for teachers to integrate environmental education effectively into the curriculum. The STSE expectations provide meaningful contexts for applying what has been learned about the environment, for thinking critically about issues related to the environment, and for considering personal action that can be taken to protect the environment. Throughout the courses and strands, teachers have opportunities to take students out of the classroom and into the world beyond the school, to observe, explore, and investigate. One effective way to approach environmental literacy is through examining critical inquiry questions related to students' sense of place, to the impact of human activity on the environment, and/or to systems thinking. (ibid, p.38)

Antidiscrimination Education and Science
- The science program provides students with access to materials that reflect diversity with respect to gender, race, culture, and ability. Diverse groups of people involved in scientific activities and careers should be prominently featured. In planning the science program, teachers should consider issues such as access to laboratory experiences and equipment. Laboratory benches and lighting should be adjustable and appropriate for students with physical disabilities. Equipment and materials can be adapted to make them accessible to all students. (ibid, p.39)

Information and Communications Technology
- Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in science. Computer programs can help students collect, organize, and sort the data they gather and to write, edit, and present multimedia reports on their endings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Technology also makes it possible to use simulations – e.g, when field studies on a particular topic are not feasible or dissections are not acceptable. (ibid, p.42)

Career Education
- Ongoing scientific discoveries and innovations coupled with rapidly evolving technologies have resulted in an exciting environment in which creativity and innovation thrive, bringing about new career opportunities. Today's employers seek candidates with strong critical-thinking and problem-solving skills and the ability to work cooperatively in a team – traits that are developed through participation in the science program. Through science courses, students will develop a variety of important capabilities, including the ability to identify issues, conduct research, carry out experiments, solve problems, pre- sent results, and work on projects both independently and as a team. Students are also given opportunities to explore various careers related to the areas of science under study and to research the education and training required for these careers. (ibid, p.43)

Cooperative Education and 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 world of science and innovation. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including laboratory technology and research, health care, veterinary science, and horticulture. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer– employee relationships. Teachers of science can support their students' learning by maintaining links with community-based organizations to ensure that students have access to hands-on experiences that will reinforce the knowledge and skills they have gained in school. (ibid, p.43-44)

Health and Safety
- 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 that students under- stand 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. (ibid, p. 44).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday–Friday) from 8:30am-12:30pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public galleries, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time so as to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on the OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR THIS COURSE:

The following resource materials are essential to this **Grade 12 Biology** course:

Required Textbook
Fraser, D., B. LeDrew, A. Vavitsas. 2008. *Biology 12*, Nelson Education Ltd.

Online Resources
www.explorelearning.com

Amoeba Sisters
https://www.youtube.com/user/AmoebaSisters

ASAP Science
https://www.youtube.com/channel/UCC552Sd-3nyi_tk2BudLUzA

Crash Course
https://www.youtube.com/channel/UCX6b17PVsYBQ0ip5gyeme-Q

Bozeman Science
https://www.youtube.com/watch?v=_zm_DyD6FJ0&noredirect=1
https://www.youtube.com/watch?v=VGHD9e3yRIU
https://www.youtube.com/watch?v=-S_vQZDH9hY

Bristol Science Center
https://www.youtube.com/watch?v=lWcMox3e2Dk
https://www.youtube.com/watch?v=hs75JmgGW5Y

Animations of Enzyme Function:
http://highered.mcgrawhill.com/sites/0072495855/student_view0/chapter2/animation__how_enzymes_work.html

Utah Genetics - Basic Information
http://learn.genetics.utah.edu/content/begin/tour/

Dissection
http://www.hometrainingtools.com/a/brain-dissection-project/
http://www.biologycorner.com/anatomy/sheepbrain/sheep_dissection.html
http://www.exploratorium.edu/learning_studio/cow_eye/

Khan Academy - Nephron Interactive animation
http://www.khanacademy.org/science/biology/human-biology/v/the-kidney-and-
http://www.biologymad.com/resources/kidney.swf

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad. Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

Course Title:	Science, Grade 12, University / College Preparation
Course Name:	Science
Course Code:	SNC4M
Grade:	Grade 12
Course Type:	University / College Preparation
Credit Value:	1.0
Prerequisite:	Science, Grade 10, Academic (SNC2D), or any Grade 11 university, university/college, or college preparation course in Science
Ministry Guideline:	The Ontario Curriculum, Grades 11 and 12, Science, 2008 (revised)
Course Developers:	Global Journeys Acadmey, Dr. L. Trentin
Department:	Science
Department Head:	M. Tate, OCT# 248629
Development Date:	August 2018
Revision Date:	April 2023

COURSE RATIONALE:

The senior science courses build on the Grade 9 and 10 science program, incorporating the same goals of science and fundamental concepts on which that program was based. Both programs are founded on the premise that students learn science most effectively when they are active participants in their own learning. Such participation is achieved when science concepts and procedures are introduced through an investigative approach and are connected to students' prior knowledge in meaningful ways. The Grade 11 and 12 science curriculum is designed to help students prepare for university, college, or the workplace by building a solid conceptual and procedural foundation in science that enables them to apply their knowledge and skills in a variety of ways and successfully further their learning. (**The Ontario Curriculum, 11 and 12, Science, p. 10**)

An important component of every course in the science program is the development of students' ability to relate science to technology, society, and the environment. Students are encouraged to apply their understanding of science to real-world situations in these areas and to develop knowledge, skills, and attitudes that they will take with them beyond the science classroom. (ibid, p. 10)

The Grade 11 and 12 science program is designed to help students become scientifically literate. One aspect of scientific literacy is the ability to recognize, interpret, and produce representations of scientific information in forms ranging from written and oral reports, drawings and diagrams, and graphs and tables of values to equations, physical models, and computer simulations. As students' scientific knowledge and skills develop through the grades, they will become conversant with increasingly sophisticated forms and representations of scientific information. (ibid, p.10)

The senior science curriculum also builds on students' experience with a variety of the sophisticated yet easy-to-use computer applications and simulations that are so prevalent in today's world. The curriculum integrates these technologies into the learning and doing of science in ways that help students develop investigation skills, extend their understanding of scientific concepts, enable them to solve meaningful problems, and familiarize them with technologies that can be applied in various other areas of endeavour. In this curriculum, technology does not replace skills acquisition; rather, it is treated as a learning tool that helps students explore concepts and hone skills. (ibid, p.10-11)

COURSE DESCRIPTION:

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. (ibid, p. 224)

The course content will be tailored to the site-specific ecosystem.

OVERALL CURRICULUM EXPECTATIONS:

The overall expectations for this course are organized into six distinct but related strands:

A. Scientific Investigation Skills and Career Exploration (ibid, p.226)

Throughout this course, students will:

A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting,and communicating);

A2. identify and describe careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields.

B. Medical Technologies (ibid, p.228)

By the end of this course, students will:

B1. assess the impact of medical technologies and therapies, both conventional and alternative, used to diagnose and treat human health conditions;

B2. investigate the uses of, and analyse the information provided by, a variety of medical technologies;

B3. demonstrate an understanding of the function and use

C. Pathogens and Disease (ibid, p.230)

By the end of this course, students will:

C1. evaluate the impact of scientific and technological knowledge and individual behaviour on the control of pathogens and the prevention of disease;

C2. investigate the nature and growth of pathogens and the effectiveness of measures intended to prevent their spread;

C3. demonstrate an understanding of pathogens, the diseases they cause, and ways of controlling their spread.

D. Nutritional Science (ibid, p.233)

By the end of this course, students will:

D1. assess how personal and societal factors affect eating behaviours, and evaluate the social and economic impact of the use of non-nutrient food additives;

D2. investigate chemical components of and energy in food, and the processes by which food is digested;

D3. demonstrate an understanding of chemical components of and energy in food, and the processes by which food is digested.

E. Science and Public Health (ibid, p.234)

By the end of this course, students will:

E1. assess the impact of scientific research, technological advances, and government initiatives on public health;

E2. investigate various strategies related to contemporary public health issues;

E3. demonstrate an understanding of major public health issues, past and present.

F. Biotechnology (ibid, p.236)

By the end of this course, students will:

F1. analyse a variety of social, ethical, and legal issues related to applications of biotechnology in the health, agricultural, or environmental sector;

F2. investigate various techniques used in biotechnology and how they are applied in the food industry and the health and agricultural sectors;

F3. demonstrate an understanding of biological processes related to biotechnology and of applications of biotechnology in the health, agricultural, and environmental sectors.

<u>OUTLINE OF COURSE CONTENT:</u>

This course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. This course is taught both online and onsite in a student-centered environment. The onsite component incorporates the unique ecosystems and learning environments found in the program location.

ON-LINE INSTRUCTION
Online classes run during the first week of July and take place daily, Monday through Friday, between the hours of 8:30am–12:30pm and 2:00pm–4:00pm. Morning classes are synchronous, with the students and teacher working online together at the same time; afternoon classes are asynchronous, with students working online at their own pace. Attendance to all online classes is mandatory; teachers track student activity daily, noting attendance and participation, and contacting parents / guardians if a student fails to log in.

ON-SITE INSTRUCTION
Onsite classes run during the last three weeks of July with daily classes, Monday through Friday, between the hours of 8:30am–12:30pm, and/or from 2:00pm–4:00pm, depending on travel schedule. In addition, site visits relevant to course content may take place on Saturdays or Sundays. Attendance to all onsite classes and site visits is mandatory. Students will also continue to work online, asynchronously, via the OneNote class site and are expected to log on at least three times per week (for online discussion forums, activities, and submission of assignments) and teachers will track student activity daily.

Introduction: **Scientific Investigation Skills**
10 hours
This unit will introduce students to the required learning related to scientific investigation skills in the four broad areas of investigation – initiating and planning; performing and recording; analysing and interpreting; and communicating. These skills will be further developed later, in conjunction with the five strands of course content.
Students will (among other things) assess their style of learning by completing a learning styles questionnaire; they will also complete a diagnostic test to assess prior science skills.

Unit 1:   **Medical Technologies**
20 hours
In this unit students will explore the ways in which medical technologies can have positive and negative effects on society, human health, the economy, and the environment. Knowledge of medical technologies, and the science behind them, can help patients better understand their diagnoses and treatment options.

Unit 2:   **Pathogens and Disease**
20 hours
This unit introduces students to appropriate technologies and informed choices with respect to how personal behaviour can limit the spread of pathogens and diseases. Students will learn about the methods used to control the spread of pathogens and diseases that can have both positive and negative effects on human health.

Unit 3:   **Nutritional Science**
20 hours
In this unit students will study the nutrients and other substances found in foods and how they can affect human health and well-being. An understanding of the role of nutrients and other substances found in foods enables students to make healthy lifestyle choices.

Unit 4:   **Science and Public Health**
20 hours
In this unit students will gain an understanding of threats to public health and how these help individuals and societies adopt appropriate practices to protect their health and the health of others. Students will consider a global approach to public health, which is necessary to help prevent pandemics around the world.

Unit 5:   **Biotechnology**
20 hours
This unit introduces students to the many social, ethical, and legal issues and conflicting interests in determining the appropriate uses of biotechnology. Scientific knowledge helps individuals and society make informed decisions regarding biotechnology, therefore this unit helps students understand those choices and decisions.

Culminating Activities
6 hours onsite will be dedicated to completing the summative assignment.
2 hours onsite will be dedicated to review for the final exam.
2 hours onsite will be dedicated to completing the final exam.

TEACHING AND LEARNING STRATEGIES:

Global Journeys is committed to providing meaningful learning experiences that support student success: we promote the highest academic integrity and create positive, inclusive learning environments for our students, wherever our courses take place. Our courses are run both on-line and on-site (see below, **Considerations for Program Planning**). We understand the diverse learning styles of today's students and the challenges faced by students within Ontario's education system; we therefore follow the Ministry's *Growing Success* document and aim to develop the following knowledge and skills:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

Global Journeys teachers provide differentiated instruction to meet the diverse learning needs of our students. Teachers also use the program OneNote to assist student learning, while developing 21st century skills in technology.

We strongly believe that both teachers and students have complementary responsibilities. Students have many responsibilities with regard to their learning, and these increase as they advance through secondary school. Students who are willing to make the effort required and who are able to monitor their thinking and learning strategies and apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. Students who develop mental attitudes and ways of behaving that contribute to success in life will benefit as learners. (ibid, p.7)

Successful mastery of scientific concepts and investigation skills requires students to have a sincere commitment to work and to the development of appropriate learning skills. Furthermore, students should actively pursue opportunities outside the classroom to extend and enrich their scientific understanding and skills. For example, students can make an effort to keep up with current events related to local, national, and international scientific discoveries and innovations. (ibid, p.7)

Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. (ibid, p.8)

Teachers must provide opportunities for students to develop habits of mind appropriate for meaningful work in science, including a commitment to accuracy, precision, and integrity in observation; respect for evidence; adherence to safety procedures; and respect for living things and the environment. (ibid, p.8)

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT:

Global Journeys maintains the highest academic standards. We pride ourselves on delivering quality programs that help students develop both personally and academically. Our goal is to expose students to a variety of instructional, assessment, and evaluation methods and techniques at all grade levels to encourage the development of essential beta skills: critical thinking, communication, collaboration, creativity, and problem solving,

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, Global Journeys' teachers follow the Ministry of Education's *Growing Success* document so that all assessments and evaluations:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart on pages 28–29;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include use of samples of students' work that provide evidence of achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year. (ibid, p.23-24)

Examples of assessment and evaluation strategies employed by Global Journeys teachers:
- Observation of students' *thinking and inquiry* - participation, class discussion, presentations, labs, short oral reports (roughly 20% of grade);
- Evaluation of students' *knowledge and understanding* - homework, unit tests, final exam (roughly 30% of grade);
- Assessment of students' *communication and application* – presentations, creative visual assignments, and formal written assignments (roughly 50% of grade).

The four (4) levels of achievement used in this course also reflect provincial standards:

Level 1 represents achievement that falls much below the provincial standard, while still reflecting a passing grade. **Level 2** represents achievement that approaches the provincial standard. **Level 3** represents the provincial standard for achievement. **Level 4** represents achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular course. It indicates that the student has achieved all or almost all of the expectations for that course, and that he or she demonstrates the ability to use the knowledge and skills specified for that course in more sophisticated ways than a student achieving at Level 3.   (ibid, p.24)

Assessment for this **Grade 12 Science** course is based on the following:

Assessment and evaluation in this course is based on the provincial curriculum expectations. Students will be provided with numerous and varied opportunities to demonstrate the full extent of their knowledge level.

Marks are weighted 70% for Course Work and 30% for Summative Evaluation.

COURSE WORK 70%	These evaluations are conducted throughout the course and reflect a student's consistent level of achievement. Assessments may include, but are not limited to: • Blog Posts and Discussion Forums • Dichotomous Key or Graphic Organizer • Labelled Diagrams or Models • Oral Presentations; Multimedia Presentations • Quizzes and/or Tests • Science Labs + Lab Reports • Science Gizmos + Worksheets • Scientific Journals or Learning Logs • Scientific Research Skills – exploring scientific databases and research journals; reading scientific articles and evaluating scientific writing. • Scientific Writing – writing scientific reports.
SUMMATIVE WORK 30%	These evaluations are administered at the end of the course and consist of two final assessments, each weighted equally. • Final Research Report: Students will compose a report, presenting a site-specific pathogen or disease and the medical technologies used to treat it; students will also consider associated public health issues. The report will be written using scientific form, with a works cited list in APA format for all sources referenced. • Final Exam: Students will complete a 2-hour final exam on the last day of the course. The exam will be cumulative.

All of the course work will incorporate the four categories of achievement as follows:

STUDENT EVALUATION CRITERIA					
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
KNOWLEDGE/UNDERSTANDING	17.5	REPORT	15	
THINKING/ INVESTIGATION	17.5	EXAM	15	
COMMUNICATION	17.5			
APPLICATION	17.5			
TERM TOTAL	70	FINAL TOTAL	30	

ACHIEVEMENT CHART: SCIENCE, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terminology, definitions, safe use of equipment and materials)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, principles, procedures, processes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Investigation – The use of critical and creative thinking skills and inquiry, research, and problem-solving skills and/or processes				
	The student:			
Use of initiating and planning skills and strategies (e.g., formulating questions, identifying the problem, developing hypotheses, selecting strategies and resources, developing plans)	uses initiating and planning skills and strategies with limited effectiveness	uses initiating and planning skills and strategies with some effectiveness	uses initiating and planning skills and strategies with considerable effectiveness	uses initiating and planning skills and strategies with a high degree of effectiveness
Use of processing skills and strategies (e.g., performing and recording, gathering evidence and data, observing, manipulating materials and using equipment safely, solving equations, proving)	uses processing skills and strategies with limited effectiveness	uses processing skills and strategies with some effectiveness	uses processing skills and strategies with considerable effectiveness	uses processing skills and strategies with a high degree of effectiveness
Use of critical/creative thinking processes, skills, and strategies (e.g., analysing, interpreting, problem solving, evaluating, forming and justifying conclusions on the basis of evidence)	uses critical/ creative thinking processes, skills, and strategies with limited effectiveness	uses critical/ creative thinking processes, skills, and strategies with some effectiveness	uses critical/ creative thinking processes, skills, and strategies with considerable effectiveness	uses critical/ creative thinking processes, skills, and strategies with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and/or written forms (e.g., diagrams, models)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (*continued*)				
	The student:			
Communication for different audiences (*e.g., peers, adults*) **and purposes** (*e.g., to inform, to persuade*) **in oral, visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms (*e.g., symbols, formulae, scientific notation, SI units*)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (*e.g., concepts and processes, safe use of equipment, scientific investigation skills*) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (*e.g., concepts and processes, safe use of equipment, scientific investigation skills*) **to unfamiliar contexts**	transfers knowledge and skills to unfamiliar contexts with limited effectiveness	transfers knowledge and skills to unfamiliar contexts with some effectiveness	transfers knowledge and skills to unfamiliar contexts with considerable effectiveness	transfers knowledge and skills to unfamiliar contexts with a high degree of effectiveness
Making connections between science, technology, society, and the environment (*e.g., assessing the impact of science on technology, people and other living things, and the environment*)	makes connections between science, technology, society, and the environment with limited effectiveness	makes connections between science, technology, society, and the environment with some effectiveness	makes connections between science, technology, society, and the environment with considerable effectiveness	makes connections between science, technology, society, and the environment with a high degree of effectiveness
Proposing courses of practical action to deal with problems relating to science, technology, society, and the environment	proposes courses of practical action of limited effectiveness	proposes courses of practical action of some effectiveness	proposes courses of practical action of considerable effectiveness	proposes highly effective courses of practical action

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

CONSIDERATIONS FOR PROGRAM PLANNING:

This **Grade 12 Science** course encourages the following planning and program considerations:

Special Education Needs
- In planning science courses for students with special education needs, teachers should begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which option is appropriate. (ibid, p.34)
- If a student requires "accommodations only" in science courses, assessment and evaluation of achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. (ibid, p.35)
- If a student requires modified expectations in science courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and achievement levels outlined in this document. (ibid, p.35)

Environmental Education
- The increased emphasis on relating science to technology, society, and the environment (STSE) within this curriculum document provides numerous opportunities for teachers to integrate environmental education effectively into the curriculum. The STSE expectations provide meaningful contexts for applying what has been learned about the environment, for thinking critically about issues related to the environment, and for considering personal action that can be taken to protect the environment. Throughout the courses and strands, teachers have opportunities to take students out of the classroom and into the world beyond the school, to observe, explore, and investigate. One effective way to approach environmental literacy is through examining critical inquiry questions related to students' sense of place, to the impact of human activity on the environment, and/or to systems thinking. (ibid, p.38)

Antidiscrimination Education and Science
- The science program provides students with access to materials that reflect diversity with respect to gender, race, culture, and ability. Diverse groups of people involved in scientific activities and careers should be prominently featured. In planning the science program, teachers should consider issues such as access to laboratory experiences and equipment. Laboratory benches and lighting should be adjustable and appropriate for students with physical disabilities. Equipment and materials can be adapted to make them accessible to all students. (ibid, p.39)

Information and Communications Technology
- Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning in science. Computer programs can help students collect, organize, and sort the data they gather and to write, edit, and present multimedia reports on their endings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Technology also makes it possible to use simulations – e.g, when field studies on a particular topic are not feasible or dissections are not acceptable. (ibid, p.42)

Career Education

- Ongoing scientific discoveries and innovations coupled with rapidly evolving technologies have resulted in an exciting environment in which creativity and innovation thrive, bringing about new career opportunities. Today's employers seek candidates with strong critical-thinking and problem-solving skills and the ability to work cooperatively in a team – traits that are developed through participation in the science program. Through science courses, students will develop a variety of important capabilities, including the ability to identify issues, conduct research, carry out experiments, solve problems, pre- sent results, and work on projects both independently and as a team. Students are also given opportunities to explore various careers related to the areas of science under study and to research the education and training required for these careers. (ibid, p.43)

Cooperative Education and 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 world of science and innovation. Cooperative education and other workplace experiences also help to broaden students' knowledge of employment opportunities in a wide range of fields, including laboratory technology and research, health care, veterinary science, and horticulture. In addition, students develop their understanding of workplace practices, certifications, and the nature of employer– employee relationships. Teachers of science can support their students' learning by maintaining links with community-based organizations to ensure that students have access to hands-on experiences that will reinforce the knowledge and skills they have gained in school. (ibid, p.43-44)

Health and Safety

- 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 that students under- stand 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. (ibid, p. 44).

SPECIAL CONSIDERATIONS FOR GLOBAL JOURNEYS PROGRAM PLANNING:

Global Journeys' summer courses are taught both on-line (based in Ontario) and on-site (in various locations around the world). Our on-line classes run every morning (Monday–Friday) from 8:30am-12:30pm and include text-based conferencing, group learning activities, and interactivity with learning materials and students / teachers. Our on-site classes are taught in non-traditional environments (e.g.: hotel meeting rooms, university campuses, public libraries, historical sites, galleries and museums, etc.) and, sometimes, using non-traditional methods (e.g.: public performances in ancient theatres, still-life drawing in public galleries, etc.) and thus require an open-minded teaching and learning approach. Accordingly, all of our staff and students are encouraged to plan ahead, using the following information and guidelines:

AccessAbility and Special Needs
- Students with diverse learning styles and needs are welcome in all of our programs. If a student has a disability/health accommodation, this will be discussed with the course teacher and Academic Director.
- Teachers are responsible for ensuring that every student who has an Individual Education Plan (IEP) receives the modifications and/or accommodations described in his or her plan and that the IEP is properly developed, implemented, and monitored.

Course Work and Assignment Deadlines
- Our courses are intensive and time-limited; students should be diligent in completing course work and submitting assignments on time so as to not fall behind schedule. Read, plan, and prepare as much as possible before departure and speak with your teacher to discuss time management, study habits, and writing techniques, as needed.

Excursions and Site Tours
- Our programs include a wide range of site visits and tours. Students are reminded to be respectful to heritage sites and staff. Students should likewise dress according depending on: weather conditions, religious observances, etc.

Information and Communication Technology
- Up-to-date information concerning our courses is posted on the OneNote class sites. In order for students to receive this information, they must check the site regularly. However, in some locations, access to technology and internet (wifi) may be limited. Staff will do their best to work around this.

Personal Health and Academic Success
- The team leader and teachers are all equally responsible for the health and safely of students enrolled in our programs; most of our teachers have Standard First Aid and CPR training, carry First Aid kits, epipens, and inhalers, and are equipped with the numbers and addresses of international emergency services.
- It is imperative that students take care of their personal health while studying abroad: eat well, drink plenty of water, and, most important, get enough sleep. Your academic success depends on it!

RESOURCES FOR THIS COURSE:

The following resource materials are essential to this **Grade 12 Science** course:

Online Resources

- Misconceptions about the flu   Rick Mercer - Flu shot
- Contagion Movie
- Viruses: https://www.khanacademy.org/test-prep/mcat/cells/viruses/a/are-viruses-dead-or-alive
- Canada Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php
- My Food Guide Servings Tracker (Female Aged 19-50) http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/food-guide-aliment/track-suivi/table_female-femme_age19-50-eng.pdf
- My Food Guide Servings Tracker (Male Aged 19-50) http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/food-guide-aliment/track-suivi/table_male-homme_age19-50-eng.pdf
- Plasmid Cloning http://www.sumanasinc.com/webcontent/animations/content/plasmidcloning.html
- Recombinant DNA https://www.youtube.com/watch?v=8Dd7M9PGhgQ

Other Resources

Students will need to bring a laptop or tablet to access OneNote online while abroad. Wifi will be available onsite.

N.B. Teachers may require other resources, depending on the program location of study.

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These Course Outlines are based on information from the following Ministry documents, which can be found online at www.edu.gov.on.ca

The Ontario Curriculum, Grades 9 to 12, Classical Studies and International Languages, 2016.
The Ontario Curriculum, Grades 9 and 10, English, 2007.
The Ontario Curriculum, Grades 11 and 12, English, 2007.
The Ontario Curriculum, Grades 9 to 12, French as a Second Language, 2014
The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies, 2018.
The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2015.
The Ontario Curriculum, Grades 9 and 10, Science, 2008.
The Ontario Curriculum, Grades 11 and 12, Science, 2008.