

## ENG4U: Unit 2 Outline

Unit : **Novel: Fountainhead**  
 Grade: 12 University  
 Timeframe: 18 classes

### Course Description

This course emphasizes the consolidation of 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.<sup>1</sup>

### Curriculum Expectations

See Ontario Curriculum Grades 11 and 12 English, 2007 for a complete outline of expectations.

### Selected Overall Expectations

By the end of this course, students will:

- OC 1 – listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- OC 2 – use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- OC 3 – reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
- RL 1 – read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
- RL 2 – recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- RL 3 – use knowledge of words and cueing systems to read fluently
- RL 4 – reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
- W 1 – generate, gather, and organize ideas and information to write for an intended purpose and audience
- W 2 – draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience
- W 3 – use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expressions, and present their work effectively
- W 4 – 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

### Selected Specific Expectations

Students will:

- OC 1.1 – identify the purpose of a wide range of listening tasks and set goals for specific tasks
- OC 1.2 – select and use the most appropriate active listening strategies when participating in a wide range of situations
- OC 1.3 – select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including complex and challenging texts
- OC 2.1 – communicate orally for a wide range of purposes, using language effective for the intended audience
- OC 2.2 – demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
- OC 2.3 – communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience
- OC 2.4 – use the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way and to engage their intended audience
- OC 2.5 – identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences

<sup>1</sup> From *Ontario Curriculum Grades 11 and 12 English, 2007*.  
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- OC 2.6 – identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences
- OC 3.1 – demonstrate insight into their strengths and weaknesses as listeners and speakers, and practise the strategies they found most helpful before, during, and after listening and speaking to improve their oral communication skills
- RL 1.1 – read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading
- RL 1.2 – select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts
- RL 1.3 – identify the most important ideas and supporting details in texts, including complex and challenging texts
- RL 1.4 – make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts
- RL 1.5 – extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- RL 1.6 – analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements
- RL 1.7 – evaluate the effectiveness of texts, including complex and challenging texts, using evidence from the text insightfully to support their opinions
- RL 1.8 – identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity and power
- RL 2.1 – identify a variety of characteristics of literary, informational, and graphic text forms and demonstrate insight into the way they help communicate meaning
- RL 2.2 – identify a variety of text features and demonstrate insight into the way they communicate meaning
- RL 2.3 – identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts
- RL 3.1 – automatically understand most words in a variety of reading contexts
- RL 3.2 – use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty
- RL 3.3 – regularly use a variety of strategies to explore and expand vocabulary, discerning shades of meaning and assessing the precision with which words are used in the texts they are reading
- RL 4.1 – demonstrate insight into their strengths and weaknesses as readers, and practise the strategies they found most helpful when reading particularly challenging texts to enhance their reading skills
- RL 4.2 – identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively
- W 1.1 – identify the topic, purpose, and audience for a variety of writing tasks
- W 1.2 – generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate
- W 1.3 – locate and select information to fully and effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate
- W 1.4 – identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing
- W 1.5 – determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task
- W 2.1 – write for different purposes and audiences, using a variety of literary, informational, and graphic forms
- W 2.2 – establish a distinctive and original voice in their writing, modifying language and tone skillfully and effectively to suit the form, audience, and purpose for writing
- W 2.3 – use a wide range of descriptive and evocative words, phrases, and expressions precisely and imaginatively to make their writing clear, vivid, and compelling for their intended audience
- W 2.4 – write complete sentences that communicate their meaning clearly and effectively, skillfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas
- W 3.1 – use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors
- W 3.2 – build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose
- W 3.3 – use punctuation correctly and effectively to communicate their intended meaning
- W 3.4 – use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively
- W 3.5 – regularly proofread and correct their writing
- W 3.6 – use a variety of presentation features to improve the clarity and coherence of their written work and heighten its appeal and effectiveness for their audience
- W 3.7 – produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

## Assessment Tasks and Sequence

Major Expectations	Task	Unit Allocation (Marks)
RL 1, RL 2, W 1.2, W 2.3, W 3 MS 1.5, 2, 3.1, 3.3, 4.1	Reflective Blogging (4)	20
OC 2.1, 2.2, 2.3, 3.1 RL 1.3, 1.4, 1.5 W 1.2, 2.4	Literature Circle Portfolio	25
RL 1.1, 1.2, 1.3, 1.4, 4.1, 4.2 W 1.1, 1.2, 1.4, 2.1, 3.1-3.5	Reading Narrative	30
	Unit Test incl. question about group communication	25
	<b>Total Marks Available</b>	<b>100</b>

## Resources

## Calendar Overview

### February / March

<i>Monday</i>		<i>Tuesday</i>		<i>Wednesday</i>		<i>Thursday</i>		<i>Friday</i>	
	Family Day	17	Introduction Blog Post: Predictions	18	Discuss 1:1-1:7 (p 1-94) Group Obs (1)	19	Discuss 1:8-1:11 (p 94-138)	20	Discuss 1:12-1:15 (p 138-200)
23	Discuss 2:1-2:4 (p 200-242)	24	Discuss 2:5-2:8 (p 242-274) Blog Post	25	Discuss 2:9-2:10 (p 274-320) Group Obs (2)	26	Discuss 2:11-2:13 (p 320-368)	27	Discuss 2:14-3:1 (p 368-418)
2	Discuss 3:2-3:5 (p 418-466)	3	Discuss 3:6-3:9 (p 466-500) Blog Post	4	Discuss 4:1-4:5 (p 500-546) Group Obs (3)	5	Discuss 4:6-4:8 (p 546-583)	6	Discuss 4:9-4:13 (p 583-630)
9	Discuss 4:14-4:17 (p 630-674)	10	Discuss 4:18-4:20 (p 674-694) Blog Post	11	Lit Circle Portfolio Conferences	12	Reading Narrative Unit Test		March Break

<b>Lesson 1</b>	<b>Introducing Fountainhead</b>		<b>Date:</b>
<b>Focus</b>			
<b>Outline</b>	<b>Activity</b>	<b>Exp</b>	<b>Notes</b>
	<b>Fountainhead / Ayn Rand Discussion</b> <ul style="list-style-type: none"> <li>Q: What do you know about Fountainhead and/or Ayn Rand?</li> </ul>		- For most of us, we read about a page a minute... expect about 30-60 min. of reading per evening.
	<b>Predictions</b> <ul style="list-style-type: none"> <li>Students jot down notes about their expectations / predictions about Fountainhead.</li> <li>Homework: Students use their notes to create and post a reflective blog post</li> </ul>		
	<b>Literature Circles</b> <ul style="list-style-type: none"> <li>Introduce literature circles (discussion groups)</li> <li>Distribute binders for portfolios</li> <li>Explain roles and expectations of lit circle portfolio</li> <li>Have students break into their lit circles and assign roles for the first reading (p 1-94). <del>Note that each lit circle needs to assign an observer for the next day.</del></li> <li>One person should be responsible for tracking who does what daily (keep log in front of the portfolio)... if you assign roles for the entire unit on the first day, group members will be able to read ahead and complete the roles assigned to them.</li> </ul>		
<b>Resources</b>	5-6 binders Lit Circle Roles Lit Circle Log Unit 2 Assignment Sheet Lit Circle Portfolio Rubric		
<b>Homework</b>	Reflective Blog Post Reading: p 1-94		

<b>Lesson 2</b>	<b>Discussion (p 1-94) and Group Observation (1)</b>		<b>Date:</b>
<b>Focus</b>			
<b>Outline</b>	<b>Activity</b>	<b>Exp</b>	<b>Notes</b>
	<b>Task</b> <ul style="list-style-type: none"> <li>Literature circles should discuss pp 1 – 94 of Fountainhead</li> </ul>		- Call all the illustrators to me and explain the role of observer.
	<b>Group Communication Exercise 1</b> <ul style="list-style-type: none"> <li>Have the observer from each literature circle withdraw and give Handout 2-3 to observers only. Quietly review their tasks with the observers before they return to their literature circles.</li> <li>Observer does not participate in the discussion for the day, but pulls chair back and takes notes on communication patterns using the guidelines</li> <li>Each observation question takes 3 minutes; after 3 minutes, teacher interrupts and asks the observers to report what they are seeing related to question 1</li> <li>Groups return to work and observers move on to task 2; repeat until all 4 observer questions have been answered.</li> <li>After all of the tasks have been completed, each literature circle should discuss what they learned from the exercise.</li> </ul>		
	<b>Class Discussion</b> <ul style="list-style-type: none"> <li>Q: What impact did the observer have on the literature circle discussion?</li> <li>Q: Why do you think we did this exercise?</li> <li>Q: Think about what you've learned about your own communication style. How much do you think your style has been influenced by stereotypes or 'scripted identities'?</li> <li>Remind students to keep their observation notes in their</li> </ul>		
<b>Resources</b>			

	Literature Circle Portfolio. They will do this exercise two more times before the end of the unit.		
	<b>Literature Circle Wrap-Up</b> <ul style="list-style-type: none"> <li>• Remind students to keep all of their discussion / role notes in their Literature Circle Portfolio.</li> <li>• If time allows, ask each group to share the most interesting question from their discussion.</li> </ul>		
<b>Resources</b>			
<b>Homework</b>			

**For the remaining classes: Students should discuss the appropriate pages in their Literature Circles according to schedule. Repeat the Observation exercises weekly.**