

## ENG4U: Unit 4 Outline

Unit : **Shakespeare: *Lear***  
 Grade: 12 University  
 Timeframe: 19 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
- MS 1 – demonstrate an understanding of a variety of media texts
- MS 2 – identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- MS 3 – create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- MS 4 – 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

### 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 1.4 – identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways

<sup>1</sup> From *Ontario Curriculum Grades 11 and 12 English, 2007*.  
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- OC 1.5 – develop and explain interpretations of oral texts, including complex and challenging texts, using evidence from the text and the oral and visual cues used in it to insightfully support their interpretations
- OC 1.6 – extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
- OC 1.7 – analyse oral texts, including complex and challenging texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s / viewer’s response
- OC 1.8 – identify and analyse in detail the perspectives and/or biases evident in oral texts, including complex and challenging texts, and comment with understanding and increasing insight on any questions they may raise about beliefs, values, identity and power
- OC 1.9 – evaluate the effectiveness of a wide variety of presentation strategies used in oral texts, including complex and challenging texts, and suggest other strategies that could be used effectively
- OC 2.1 – communicate orally for a wide range of purposes, using language effective for the 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
- OC 2.7 – use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience
- 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 1.4 – 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 3.2 – 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
- 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 2.6 – revise drafts to improve the content, organization, clarity, and style of their written work
- W 2.7 – produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations
- 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, including print and script, fonts, graphics, and layout, 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
- W 4.1 – demonstrate insight into their strengths and weaknesses as writers, and practise the strategies they found most helpful when writing particularly complex texts to improve their writing skills
- MS 1.1 – explain how media texts, including complex and challenging texts, are created to suit particular purposes and audiences
- MS 1.2 – interpret media texts, including complex and challenging texts, identifying and explaining the overt and implied messages they convey
- MS 1.3 – evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose
- MS 1.4 – explain, with increasing insight, why the same media text might prompt different responses from different audiences
- MS 1.5 – identify and analyse the perspectives and/or biases evident in media texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power
- MS 1.6 – explain, with increasing understanding, how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry
- MS 2.1 – identify general and specific characteristics of a variety of media forms and demonstrate insight into the way they shape content and create meaning
- MS 2.2 – identify conventions and/or techniques used in a variety of media forms and demonstrate insight into the way they convey meaning and influence their audience
- MS 3.1 – describe the topic, purpose, and audience for media texts they plan to create
- MS 3.2 – select the media form best suited to the topic, purpose, and audience for a media text they plan to create, and explain why it is the most appropriate choice
- MS 3.4 – produce media texts, including complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques
- MS 4.1 – demonstrate insight into their strengths and weaknesses as media interpreters and producers, and practise the strategies they found most helpful when interpreting and creating particularly complex media texts to improve their skills

## Assessment Tasks and Sequence

Major Expectations	Task	Unit Allocation (Marks)
RL 1.2,1.4,1.5	Reflective Blogging	20
OC 1.3,1.7,1.8,1.9,2.1,2.5,2.7 RL 1.1,1.2,1.4,1.5,1.6,1.8,2.1,2.2,2.3,3.2,3.3 MS 2.1,2.2,3.1,3.2,3.4	Multi-media Scene Presentation	50
RL 1.4, 1.5, 1.6, 1.7, 1.8 W 1.2,1.3,1.4,1.5,2.1,2.2,2.3,2.4,2.6,2.7,3.1-3.7	Collaborative Essay	50
OC 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,3.1 MS 4.1 W 4.1	Unit Test (in-class reflection)	30
<b>Total Marks Available</b>		<b>100</b>

## Resources

## Calendar Overview

November – December 2009

Monday		Tuesday		Wednesday		Thursday		Friday	
9	Encountering <i>King Lear</i> - 1	10	Encountering <i>King Lear</i> - 2	11	Encountering <i>King Lear</i> - 3	12	<i>Lear</i> 1.1 - 1.2	13	FCA
16	<i>Lear</i> 1.3 – 1.5	17	<i>Lear</i> 2.1 – 2.3	18	<i>Lear</i> 2.4 – 2.5	19	<i>Lear</i> 3.1 – 3.4	20	PA Day
23	<i>Lear</i> 3.5 – 3.7	24	<i>Lear</i> 4.1 – 4.5	25	<i>Lear</i> 4.6 – 4.7	26	<i>Lear</i> 5	27	FCA
30	Multi-media Scene Preparation	1	Multi-media Scene Preparation	2	Multi-media Scene Presentations	3	Multi-media Scene Presentations	4	FCA
7	Overflow	8	Overflow	9	Collaborative Essay	10	Unit Test	11	FCA

Remember:

Lesson 14	In-Class Reflection	Date:
Focus	Have students write answers to the following questions posted on the board.	
Outline	Activity	Exp
	<b>Question 1</b> <ul style="list-style-type: none"> <li>How did writing an essay in response to a peer's arguments influence the way that you expressed your ideas? How can you apply what you've learned to other academic writing projects?</li> </ul>	
	<b>Question 2</b> <ul style="list-style-type: none"> <li>How did preparing an audio-visual presentation of a scene alter your understanding of and appreciation for the scene? Of the play itself?</li> </ul>	
		Notes

	<p><b>Question 3</b></p> <ul style="list-style-type: none"> <li>• Show a scene from a movie version of King Lear. Ask students to reflect:             <ul style="list-style-type: none"> <li>○ What decisions did the director make that you found interesting?</li> <li>○ What decisions would you have made differently?</li> </ul> </li> </ul>	
	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Resources</b>		
<b>Homework</b>		