

# TALENTA ACADEMY

## OUTLINE OF COURSE OF STUDY

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**Course Title/Grade/Type:** English, Grade 11, University Preparation

**Ministry Course Code:** ENG3U

**Credit Value:** 1.0

**Department:** English

**Department Head:** Dr. Dutta

**Course Developed by & Date:** *Dr. Dutta, Ms. Patel, June 2017*

**Course Revised by & Date:** *Mr. Dutta, June 2018*

**Prerequisite:** English, Grade 10, Academic (ENG2D)

**Policy Document:** *The Ontario Curriculum, Grades 11 and 12, English, 2007.*

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*

### **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.

## OVERALL CURRICULUM EXPECTATIONS

### *Oral Communication*

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

### *Reading and Literature Studies*

1. **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
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
3. **Reading with Fluency:** use knowledge of words and cueing systems to read fluently
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas or improvement, and the strategies they found most helpful before, during, and after reading

### *Writing*

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience
2. **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
3. **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
4. **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

### *Media Studies*

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts

2. **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
3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
4. **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

UNITS	TITLES	TIME
<b>Unit 1</b>	Essay Writing	20 hours
<b>Unit 2</b>	Short Stories and Non-Fiction	20 hours
<b>Unit 3</b>	Novel Study	19 hours
<b>Unit 4</b>	Macbeth	19 hours
<b>Unit 5</b>	Poetry	10 hours
<b>Unit 6</b>	Media Studies	10 hours
	Culminating Unit	10 hours
	Final Examination	2 hours
	<b>TOTAL</b>	<b>110 hours</b>

## TEACHING AND LEARNING STRATEGIES

Teachers will bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. The activities offered should enable students to relate and apply these concepts to the social, environmental, and economical conditions and concerns of the world in which they live. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn in a meaningful way and to become life-long learners.

The English curriculum is based on the premise that all students can be successful language learners. A variety of teaching/learning strategies and delivery methods will be used to suit the varying learning styles. These will include

- Teacher-led discussion
- Individual teacher-student conferences
- Journal writing
- Case study
- Brainstorming
- Small group activities
- Direct instruction
- Mind mapping
- Personal reflection
- Role playing
- Independent reading
- Direct reading activities
- Peer analysis
- Guided writing
- Seminar
- Peer analysis
- Teacher-led discussion
- Research project
- Presentation

Instruction that encourages students to think about fairness, equity, social justice, and citizenship in a global society.

## ASSESSMENT AND EVALUATION STRATEGIES

### *Assessment as or assessment for learning*

The primary purpose of assessment is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

## Evaluation (*Assessment of Learning*) Strategies:

Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of overall expectations and which ones will be covered in instruction and assessment but not necessarily evaluated.

Evaluation will be implemented at or near the end of a period of learning, and may be used to inform further instruction. It is mainly used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others. These include

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

The tools highlighted will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Learning Logs (anecdotal)</li> <li><input type="checkbox"/> Entrance tickets</li> <li><input type="checkbox"/> Exit tickets</li> <li><input type="checkbox"/> Homework(checklist)</li> <li><input type="checkbox"/> Completed work(checklist)</li> <li><input type="checkbox"/> Essay writing</li> </ul>	<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Pre-tests (scale/rubric)</li> <li><input type="checkbox"/> Quizzes (scale/rubric)</li> <li><input type="checkbox"/> Rough drafts (rubric)</li> <li><input type="checkbox"/> Portfolios (rubric)</li> <li><input type="checkbox"/> Posters (rubric/scale)</li> <li><input type="checkbox"/> Graphic organizers (scale)</li> <li><input type="checkbox"/> Peer feedback (anecdotal/checklist)</li> <li><input type="checkbox"/> Reports (rubric)</li> <li><input type="checkbox"/> Essays (rubric)</li> <li><input type="checkbox"/> Webbing/Mapping (rubric/scale)</li> <li><input type="checkbox"/> Entrance ticket</li> <li><input type="checkbox"/> Vocabulary notebooks (anecdotal)</li> <li><input type="checkbox"/> Visual Thinking Networks (rubric)</li> </ul>	<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Unit Tests (scale/rubric)</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Rough drafts (rubric)</li> <li><input type="checkbox"/> Portfolio (rubric)</li> <li><input type="checkbox"/> Posters (rubric/scale)</li> <li><input type="checkbox"/> Graphic organizers (scale)</li> <li><input type="checkbox"/> Reports (rubric)</li> <li><input type="checkbox"/> Essays (rubric)</li> <li><input type="checkbox"/> Visual Thinking Networks (rubric)</li> <li><input type="checkbox"/> ISU (scale/rubric)</li> <li><input type="checkbox"/> Story rewrite</li> </ul>

<b>Observation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class discussions (anecdotal)</li> <li><input type="checkbox"/> Self-proofreading (checklist)</li> <li><input type="checkbox"/> Interviews (checklist)</li> <li><input type="checkbox"/> Seeking assistance</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussions (anecdotal)</li> <li><input type="checkbox"/> Debate (rubric)</li> <li><input type="checkbox"/> PowerPoint presentations (rubric)</li> <li><input type="checkbox"/> Performance tasks (anecdotal/scale)</li> <li><input type="checkbox"/> In Class work (checklist)</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate (rubric)</li> <li><input type="checkbox"/> PowerPoint presentations (rubric)</li> <li><input type="checkbox"/> Performance tasks (anecdotal/scale)</li> <li><input type="checkbox"/> Role playing</li> <li><input type="checkbox"/> Reader response</li> </ul>
<b>Conversation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Small Group Discussions (checklist)</li> <li><input type="checkbox"/> Pair work (checklist)</li> <li><input type="checkbox"/> Debate (rubric)</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Small group discussions (checklist)</li> <li><input type="checkbox"/> Pair work (anecdotal)</li> <li><input type="checkbox"/> Peer-feedback (anecdotal)</li> <li><input type="checkbox"/> Peer-editing (anecdotal)</li> <li><input type="checkbox"/> Oral pre-tests (scale/rubric)</li> <li><input type="checkbox"/> Oral quizzes (scale/rubric)</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Question and Answer Session (checklist)</li> <li><input type="checkbox"/> Oral tests (scale/rubric)</li> </ul>

## THE FINAL GRADE

A final grade is recorded for every course, and a credit is granted for every course in which the student's final mark is 50% or higher. The final grade for this course will be determined as follows:

Percentage of Final Mark	Categories of Mark Breakdown
<b>Term Work: 70%</b>	<p>Assessment of Learning conducted throughout the Term.</p> <p>This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.</p>
<b>Final Evaluation: 30%</b>	<ul style="list-style-type: none"> <li>• Final Examination 20%</li> <li>• ISU/Culminating Activity 10%</li> </ul> <p>This final evaluation will be based on an evaluation of achievement from all four categories for the course and of over all expectations from all units of the course.</p>

The balance of the weighting of the categories of the achievement chart throughout the course is:

Knowledge and Understanding	25%	Application	25%
Thinking and Inquiry	25%	Communication	25%

## **CONSIDERATION FOR PROGRAM PLANNING**

All students can succeed. Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified. Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners. The areas of concern to all teachers include the following:

### **Teaching Approaches**

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society. Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are also integral to high-quality language instruction.

### **English as A Second Language**

Students whose first language is not English will be allowed to use dictionaries during assessments for and as learning. Furthermore, they will be encouraged to speak English in class through pair/group work, and small class presentations. As well, students will enhance their knowledge of vocabulary

### **Attendance (Absences)**

Regular class attendance is critical for students' learning, achievement of course expectations, and successful completion of the course. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and parents to explain the potential consequences of the absences, including failure to gain credits, and to discuss steps that could be taken to improve student attendance.

Students are responsible for acquiring the work missed due to absence before the following class. Students will be accommodated with a make-up class if necessary. The teacher will use his/her professional judgment to determine alternate methods of evaluating students who are absent for a test or presentation, given the appropriate documentation.

### **The Role of Technology in the Curriculum**

The use of technology has given students access to additional and powerful resources. Students can access internet resources and online versions of texts and simulation technology where applicable. Email can be a valuable communication device. Media and powerpoint presentations will use a variety of technical applications. Word processing is expected for all written submissions.

## **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.

## **GENERAL SCHOOL POLICY, AND EXPECTATIONS OF STUDENT BEHAVIOUR**

### **Necessary Materials for Classroom**

Students should come to class with the required books and equipment. This includes three ring binder, notebook, textbook, pen, pencil, graph paper, ruler and calculator. There is not point being here unless you are prepared. Items not required for class should not be in evidence. These include other books, newspapers, magazines, food, drinks, cell phones, and all other electronic devices.

### **Tests and Exams**

Attendance for tests and exams is a **must**. If the absence is for a valid reason and can be documented (e.g. a medical certificate) a makeup test may be arranged with the teacher. A note from a parent may be accepted at the discretion of the teacher or principal.

### **Homework**

Homework will be assigned regularly. Students are expected to complete all assigned work, on a regular basis, without exception, because it is only through consistent practice that skills and concepts are retained. Students can expect to spend approximately 2-4 hours per week on any one subject for homework or assignments. Completing homework is also a reflection of a positive attitude.

### **Late and Missed Assignments Policy**

Students will be given ample time and opportunities to submit their work. It will be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students will be understood that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's

professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments as listed in the School's course calendar.

## **Plagiarism**

Students are reminded to become familiar with the Talenta Academy's policy concerning plagiarism. Any work submitted for one course may not be submitted for another course without the permission of the teachers of both courses. The creation of original work is a celebration of your intellectual curiosity. The unacknowledged use of another person's writing or ideas is a serious academic offence that will result in a zero for the assignment. If unsure about plagiarism, then consult with the teacher.

## **Resources:**

- ENG3U Text books:
  - Imprints 11– Short Stories, Poetry, Essays, Media, Gage Learning Corporation, Canada, 2001
  - The Act of Writing: Canadian Essays for Composition, McGraw-Hill Ryerson
  - Reading and Writing for Success, Harcourt Canada Ltd., Toronto, Ontario, 1997
  - Macbeth by William Shakespeare, ITP Nelson Canada, 1997
  - Inside Poetry, Harcourt Canada Ltd., Toronto, Ontario, 2002
  - Passages: Literature and language, Gage Educational publishing Co., Canada, 2001
- Multimedia, Video Clips, Power point slides
- Television, DVD Player
- Computer, and various internet websites
- Dictionary and thesaurus