

Course Outline

ENGLISH

Grade 11
University Preparation

Semester 2
2019/2020
Ashley Visser

Course Outline

English, Grade 11, University Preparation

Identifying Information

School: Redeemer Christian High School

District: Ontario Alliance of Christian Schools

Department: English

Department Head: Nancy Lendore

Course Title: English

Grade: 11

Course Type: College

Ministry Course Code: ENG3U

Credit Value: 1.0

Prerequisites: English, Grade 10, Academic

Hours: 110

Ministry Curriculum Document: *The Ontario Curriculum, Grades 11 & 12: English, 2007 (Revised); Assessment, Evaluation, and Reporting in Ontario Schools. 2010.*

Development Date: January 2003

Course Developer: Nancy Lendore

Date	Revised by
June 2019	Ashley Visser
January 2020	Ashley Visser

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.

Redeemer Rationale and Expectations

The use of language is critical to the development of our understanding of each other, of ourselves and of God's plan for us. The study of language in its various forms equips us to both receive and express communication more ably and enhances our understanding of and love for each other and our Creator.

Course Thematic Statement

Literature is a reflection of society. The author's world and life view is reflected in their writing. It is important that we evaluate what is being communicated through prose and poetry, and that we learn to appreciate that in these writings the authors are revealing their own beliefs and perspectives. This semester we will work at:

- a) discerning the author's viewpoint;
- b) comparing it with our own;
- c) understanding the Biblical perspective and bringing our minds closer to Christ's mind.

The big questions that are entertained in this course include: What is true and what is false? How does one deal with conflicts between one's conscience and community?

Strands and Overall Expectations

ORAL COMMUNICATION

By the end of this course, students will:

1. Listen to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speak to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflect 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

By the end of this course, students will:

1. Read 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. Understand Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Read with Fluency: use knowledge of words and cueing systems to read fluently;
4. Reflect 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.

WRITING

By the end of this course, students will:

1. Develop and Organize Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Use 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. Apply 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. Reflect 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.

MEDIA STUDIES

By the end of this course, students will:

1. Understand Media Texts: demonstrate an understanding of a variety of media texts;
2. Understand 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. Create Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. Reflect 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.

UNIT SUMMARY

Unit #	Unit Title	Evaluation Instruments	Hours
1	Short Stories	Group and class discussion of answers, question sheets, presentation, test	16.25
2	Novel Study: <i>All Quiet on the Western Front</i>	quizzes and discussion, media creation/presentation. Socratic seminar, test	23.75
3	Play: <i>Macbeth</i>	in-class reading, quizzes, Socratic seminar, scene presentation, mini-tests	28.75
4	Poetry	Group and class discussion, original poem/presentation, Socratic seminar, test	16.25
5	Grammar	Mini tests	6.25
6	ISU: <i>Investigation of a Classic</i>	Novel analysis, purpose question and research, peer and self review/evaluation, outline, final essay	7.5
7	Summative: <i>Literature Circles</i>	Preparatory materials, group discussion (with roles), in-class essay (replace essay on exam)	11.25
8	Final Exam	Review and exam	

Teaching/Learning Strategies

A wide range of teaching and learning strategies are employed including

Quiz writing	Oral reading	Independent research
Direct instruction	Guided research	Discussions
Analysis of articles	Multimedia productions	Essay writing
Poetry writing		

Assessment of Student Learning

Redeemer Christian High School's approach to assessment and evaluation is based on the Ontario Ministry of Education's *Growing Success* 2010, document. *Growing Success* articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Redeemer Christian High School teachers. RCHS assessment and evaluations:

1. are fair, transparent, and equitable for all students;
2. 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, Metis, or Inuit;
3. 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;
4. 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;
5. 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;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for this purpose is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Redeemer Christian High School teachers use evidence from a variety of sources in their assessment. These include formal and informal observations, discussions, conversations, questioning, assignments, projects, portfolios, self-assessments, self-reflections, essays, and tests. Assessment occurs concurrently and seamlessly with instruction. Our courses contain multiple opportunities for students to obtain information about their progress and achievement, and to receive feedback that will help them improve their learning. Students can monitor their own success through the tracking of learning goals and success criteria throughout all courses.

Summative "assessment of learning" activities occur at or near the end of periods of learning. **Evidence of student achievement for evaluation is also collected over time from three different sources – conversations, observations, and student products.** Using multiple sources of evidence increases the reliability and validity of this evaluation. The evaluations are expressed as a percentage based upon the levels of achievement.

The previous terminology for assessment and evaluation used by Redeemer Christian High School was revised with *Growing Success*. The terms *formative*, *summative*, and *diagnostic*, are no longer used; *Assessment For*, *Of*, and *As Learning* delineate the various methods and purposes behind assessment and evaluation. For a full explanation, please refer to *Growing Success*.

Assessments for this course will span the four categories of Knowledge/Understanding, Thinking/Problem Solving, Communication, and Application as outlined in the achievement chart for the Arts.

Calculation of the Final Grade:

Student work in this course will be assessed and evaluated according to the four categories of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.

EVALUATION BREAKDOWN

<u>TERM WORK (70%)</u>		%
UNIT		%
SHORT STORIES		15
• Presentation, Test		
NOVEL STUDY – <i>All Quiet on the Western Front</i>		15
• Media text creation/presentation, Socratic seminar, test		
PLAY – <i>Macbeth</i>		15
• Socratic seminar, scene presentations, test		
POETRY		10
• Original Poem/Presentation, Socratic seminar, test		
GRAMMAR		5
• Mini-tests 1-3		
ISU – <i>Investigating a Classic</i>		10
• Novel Analysis, Purpose Question and Research, Outline, Essay		
<u>FINAL (30%)</u>		
Summative		
	Literature Circles (Including Oral Component)	10
WRITTEN EXAM		
	Final Exam	20

Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products.

Assessments for Learning	Assessments as Learning	Assessments of Learning
Opener questions Quizzes Learning skills observations Impromptu speeches	Journal entries Quizzes Rough copies of writing assignments Preliminary presentations	Reading quizzes Speech Tests Writing Assignments Presentations Final examination

Considerations for Program Planning

Instructional Approaches

Effective teaching approaches involve careful assessment of student strengths and attention to student needs; encouragement in the use of higher-level thinking skills (looking beyond the literal meaning of texts and thinking about fairness, equity, social justice and the like); and motivation in the disciplines of the mind (such as willingness to persist and to take responsible risks).

A rich variety of activities that integrate expectations from different strands and provide for the explicit teaching of knowledge and skills is provided in the English program. The program provides frequent opportunities for students to rehearse, practice and apply skills and strategies and to make their own choices.

Planning English Programs for Students with Special Educational Needs

Program Considerations for English Language Learners

A safe, supportive and welcoming environment is established where teachers will integrate the diverse linguistic and cultural backgrounds in positive ways into the instructional program and classroom environment.

Teachers will make program adaptations that are appropriate to the level of the student and that will encourage growth in language proficiency. Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL (English as a Second Language) or ELD (English Literacy Development) support may still need some program adaptations to be successful.

Antidiscrimination Education

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.

Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom.

The development of critical thinking skills is integral to the English curriculum. In the context of what is now called “critical literacy”, these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials.

Critical literacy also involves asking questions and challenging the status quo and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them.

Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families.

Literacy, Mathematical Literacy and Inquiry/Research Skills

The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts.

Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopaedias, interviews, videos, and the Internet. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

The Role of the School Library in the English Program

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher-librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- locate, select, gather, critically evaluate, create, and communicate information;
- use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings for different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

The Role of Technology in the English Program

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.

Teachers will find the various ICT tools useful in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

The Ontario Skills Passport and Essential Skills

N/A

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.

Cooperative Education and Other Forms of Experiential Learning

Cooperative education programs and other forms of experiential learning can help broaden student knowledge of employment opportunities in the field of English. Cooperative programs for students in English courses will be developed in conjunction with the co-op teacher.

Planning Program Pathways and Programs Leading to a Specialist High-Skills Major

N/A

Health and Safety in the English Program

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.

RESOURCES

Textbooks

Chislett, Anne: *Quiet in the Land*

Shakespeare: *Macbeth*

Remarque, Erich Maria: *All Quiet on the Western Front*

Potok, Chaim: *My Name is Asher Lev*

Enger, Leif: *Peace Like a River*

Lee, Harper: *Go Set a Watchman*

Stockett, Kathryn: *The Help*

Twain, Mark: *Huck Finn*

Homer: *The Illiad*

DVDs

Fiddler on the Roof

All Quiet on the Western Front

Macbeth