ENG3U - English

GENERAL INFORMATION

Name of School: Rosedale Academy
Department: English
Course Developer: Christine Orlando
Development Date: June 18, 2014
Revised by: Bryan Thompson
Revision Date: Feb 10, 2017
Course Title: English
Grade: 11
Course Type: University Preparation
Course Code: ENG3U
Credit Value: 1
Curriculum Policy Document: English Studies, Ontario Curriculum, Grades 11 and 12, 2007

(Revised) Prerequisite: English, Grade 10, Academic

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 analyze 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 EXPECTATIONS

Oral Communication Skills:

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
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.

Reading and Literature Studies:

1. Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently;
4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing:

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. 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 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:

1. Demonstrate an understanding of a variety of media texts;
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
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.

OUTLINE OF COURSE CONTENT

Unit	Titles and Descriptions	Time
Unit 1	Short Fiction	15 hours
Unit 2	Writing the Essay/ Independent Essay (on going)	15 hours
Unit 3	Novel Study: Lord of The Flies	25 hours
Midterm Point		
Unit 4	Poetry	15 hours
Unit 5	Play: Macbeth	20 hours
Unit 6	Media	17 hours
Exam preparation:		3 hours
	Total	**110 hours**

TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies are used in this course to meet the needs of a diverse range of learners.

Oral Language

Script enactment

Debate

Class Discussion

VoiceThread Response

Socratic Questioning

Voice Oral presentation

Reading

Journal Responses

Graphic Organizers

Reading Guides

Independent Reading

Media Analysis Guides

Text Annotation

Vocabulary Acquisition Strategies

Writing

Writing Guides

Brainstorming / Concept Mapping

Graphic Organizers in Writing

Writing Outlines

Opinion Writing

News Paper Article Writing

Peer Revision

Learning Strategies

Self-Assessments

Personal Reading Habits Metacognitive Activity

Reflective Activities

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Assessment for Learning	Assessment as Learning	Assessment of Learning
Student Product • Journals/Letters/Emails (checklist) • Learning Logs (anecdotal) • Entrance tickets • Exit tickets • Peer Assessment	**Student Product** • Assignment • Journals/Letters/Emails (checklist) • Quizzes (scale/rubric) • Rough drafts (rubric) • Portfolios (rubric) • Posters (rubric/scale) • Graphic organizers (scale) • Peer feedback (anecdotal/checklist) • Essays (rubric) • Entrance ticket	**Student Product** • Assignment • Journals/Letters/Emails (checklist) • Tests (scale/rubric) • Exam • Rough drafts (rubric) • Portfolio (rubric) • Posters (rubric/scale) • Graphic organizers (scale) • Reports (rubric) • Essays (rubric) • Presentations • Individual Project
Observation • Whole class discussions (anecdotal) • Self-proofreading (checklist)	**Observation** • Class discussions (anecdotal) • Presentations (rubric)	**Observation** • Presentations (rubric) • Performance tasks (anecdotal/scale)
Conversation • Student teacher conferences (checklist) • Small Group Discussions (checklist) • Pair work (checklist)	**Conversation** • Student teacher conferences • Small group discussions (checklist) • Pair work (anecdotal) • Peer-feedback (anecdotal) • Peer-editing (anecdotal)	**Conversation** • Oral Presentation with question and answer session (rubric)

FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for the Ontario Secondary School Literacy Course.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

Achievement Categories

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

Achievement Chart

A Summary Description of Achievement in Each Percentage Grade Range And Corresponding Level of Achievement

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

RESOURCES REQUIRED BY THE STUDENT

ENG3U Online Course of Study

PROGRAM PLANNING CONSIDERATION

Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways

that are useful for their future academic and personal pursuits.

Rosedale teachers get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
Discussion forums	Whole class discussion (written)	Creates a record of each student's contributions
Group activities	Small group collaboration and discussion (written)	Encourages student participation; creates a record
Live Skype sessions	Toronto teacher leads the lesson with students as a class	Observations of whole class and individual students
VoiceThread	Whole Class Discussion Voice Response Presentation Socratic Instruction	Creates a foundation for rich interactive oral language activities
Databases	Students upload words, phrases, files, surveys, etc. to the database for peer assessment, presentation, or research.	Student-centered data, peer assessment (as learning).
Glossary	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
Dynamic Lists Or Brainstorming Lists	Allows students to brainstorm together by adding words/phrases to a list or lists that dynamically adds student contributions	Quick and live updates. Can be used like a live chat with all students. Allows for peer assessment as learning.
Image Caption / Response	Students write captions for / Responses to images and the image is shared with all students	Enhances thinking skills and allows for peer assessment as learning
Workshop	Students submit work for peer assessment to Moodle.	Peers assess each others' work based on rubrics, etc. Promotes assessment as learning
Peer Teaching	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective
Padlet	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
Thinglink	Annotation of images and text	Allows students to comment and annotate text to improve critical reading skills and complete activities
Journals	Small group discussions using problem solving	Improves students' critical inquiry, and reflective thinking skills about the concepts learned.

English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.

- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

Career Education
This course provides literacy skills necessary for English workplaces and further academic achievement. Many of the projects within the course are examples of authentic assessment and connect with real jobs where literacy skills are necessary. By engaging in these projects, students can determine how English language skills play a role in their future career.

Academic Integrity

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification

- Course assignments include audio and video components

- Teachers Skype weekly with their classes

- Students are encouraged and supported to develop original work

- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.

Late and Missed Assignment
Rosedale Academy provides a flexible, self-paced learning opportunity, which allows students to proceed through each course at their own speed. Students may submit any assignment from any unit while he or she is enrolled in this course. Assignments will not be accepted once the student's enrolment period has ended. Students must complete and submit all course requirements prior to booking their final exam. Course requirements include but are not limited to: assignments, tests, and learning log.