

ENG3U – English, Grade 11

GENERAL INFORMATION

Name of School: Rosedale Academy

Department: English

Course Developer: Arrani Selvarajah, David Boughton

Development Date: December 2018

Revision Date:

Course Title: English, Grade 11

Grade: 11

Course Type: University Preparation

Course Code: ENG3U

Credit Value: 1

Curriculum Policy Document: The Ontario Curriculum Grades 11 and 12 English, Ministry of Education 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 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 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 & 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 for 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 process.

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

	Name of Unit	Time Allocated in Hours
Unit 1	What is your Story?	16 Hours
Unit 2	Between Lines	16 Hours
Unit 3	Medium is the Message	22 Hours
Midterm report cards		
Unit 4	Be a Better You	16 Hours
Unit 5	Voice in the Abyss	16 Hours
Unit 6	Communicating in Today's World	24 Hours
Final report cards		
	TOTAL	110 Hours

TEACHING / LEARNING STRATEGIES

The strategies used are varied to meet the needs and the range of learning styles encountered and they include the following:

Oral	Reading	Writing	Common to all strands
Class Discussion	Journal Responses	Research	Self-Assessment
Socratic Circles	Vocabulary Acquisition Strategies	Note-Taking	Extra Independent Practice
Verbal and Non-Verbal Cues	Text/World/Self Connections	Brainstorming/ Concept Mapping	Reflective Activities
Audio-Visual Presentations	Evaluating Sources	Annotated Bibliography Writing	Co-operative Shared Learning
Soliloquy Re-enactments	Text Annotations	Researching and Synthesizing	Test
Oral Debate	Inferencing	Drafting	Assignment
Panel Discussion	Independent Reading	Self-Editing and Peer-Editing	Direct Instruction
Brainstorming	Anticipation Guides	Forum Discussion	Group Work
Quiz	Guided Reading	Peer Feedback	Finding Specific Details
Understanding Main Ideas	Modeling		Reciprocal Teaching
Teacher Demonstration			
Think/Pair/Share			

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods.

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Forums <input type="checkbox"/> Emails <input type="checkbox"/> Learning Logs <input type="checkbox"/> Peer Assessments (rubric) <input type="checkbox"/> Practice Worksheets <input type="checkbox"/> Assignments (success criteria checklist) 	Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Journals/Letters/Emails <input type="checkbox"/> Pre-Skills Checks <input type="checkbox"/> Quizzes <input type="checkbox"/> Peer feedback (rubric) <input type="checkbox"/> Self-feedback <input type="checkbox"/> Reports <input type="checkbox"/> Practice Worksheets 	Student Product <ul style="list-style-type: none"> <input type="checkbox"/> Assignments (rubric) <input type="checkbox"/> Journals/Letters/Emails <input type="checkbox"/> Unit Tests (rubric) <input type="checkbox"/> Final Exam (rubric) <input type="checkbox"/> Presentations (rubric)
Observation <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions <input type="checkbox"/> Self-proofreading 	Observation <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions <input type="checkbox"/> Group work 	Observation <ul style="list-style-type: none"> <input type="checkbox"/> Presentations (rubric)
Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small Group Discussions <input type="checkbox"/> Pair work 	Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences <input type="checkbox"/> Small group discussions <input type="checkbox"/> Pair work <input type="checkbox"/> Peer-feedback <input type="checkbox"/> Peer-editing 	Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Presentations (rubric) <input type="checkbox"/> Tests (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 English.

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:	20%
Communication:	30%	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.

Teachers at Rosedale Academy 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 sessions	Teacher leads the lesson with students as a class	Observations of whole class and individual students
Workshop	Students submit work for peer assessment to Moodle.	Peers assess each other's 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
Journals	Small group discussions	Improves students' critical inquiry, and reflective thinking skills about the concepts learned within the course
Learning Modules	Students explore content in an interactive manner with built-in assessments as they progress.	Students can navigate content at their own pace and assess their own learning along the way.
Interactive online quizzes	Individual or class exploration of concepts relating to the curriculum.	Allows hands-on exploration and self-assessment as an alternative learning strategy.
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	Allows students to reference key course vocabulary and make contributions to help other students
Online Dictionary	Vocabulary reference	Allows students to reference key course vocabulary and make contributions to help other students

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 includes 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. It 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. The course allows 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. 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 frequently meet online with their students
- 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 the school calendar.

Late and Missed Assignment

Independent students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace, but all course requirements must be completed prior to writing their final exam. Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments. Students may request an extension if they are unable to meet a specific due date. Rosedale Academy reserves the right to deny any request. Late or missed assignments are not accepted without a valid reason.