



ENGLISH, GRADE 11, UNIVERSITY PREPARATION, ENG3U

Course Outline **SCHOOL YEAR, 2022--2023**

Name of School:	CanSTEM Education Private School Inc.
Department:	English Department
Developed by:	Aanchal Sharma
Development Date:	September 6, 2022
Revised by/Date:	Sept 2022
Course Title:	English, Grade 11, University Preparation
Grade:	11
Course Type:	Academic/University Preparation
Ministry Course Code:	ENG3U
Credit Value:	1.0 (One)
Credit Hours:	110 Hours
Ministry Guideline:	The Ontario Curriculum, Grades 11 and 12 – 2007 (Revised) Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010.
Prerequisite:	English, Grade 10, University Preparation (ENG2D)

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 Curriculum Expectations

There are four strands in ENG3U and the overall expectations for each strand are as follows:

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 for them.

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 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.

Unit I – Short Story

Time: 23 hours

Purpose:

Diagnostic assessment to determine skills and interests.

Introductory activities in language, reading, writing and media.

Use of imaginative dialogue to create suspense, develop character & develop plot.

Demonstrate understanding of themes related to anticipation and analysis of theme in a short story.

Compare poetry, songs, commentary with themes to develop understanding of form, style and devices.

Examination of organizations/individuals that address issues of conscience.

Introduction to “freefall writing, anecdotes and memoirs

Analysis of short story and development of short story outline

Use of language to develop themes that deal with states of mind.

Development of written piece: narrative, poem, non-fiction, memoir, or short story with use of peer-editing.

Development of research skills and proper MLA bibliography style.

Unit II –Explorations of Literary Connections/Poetry

Time: 22 hours

Purpose:

Explore a range of poetry from various periods in English literature representing several poetic styles.

Discover how language and poetic devices are used in current media and how these uses of language are related to the language used in poetry.

Read and analyze specific poems at poetry stations in small groups, focusing on poetic language.

Examine through the comparison of two texts the development of the English language and compare it to language found in innovative poetry.

To produce their own poetry and create advertisements based on famous poems.

To select a poem and critically examine it focusing on language and poetic devices.



Unit III: Shakespeare Drama-Macbeth

Time: 25 hours

Purpose:

Examine elements of Gothic: nature of good, of humanity, of the supernatural and of ambition.

To complete a comparative and Literary essay.

Examine the connection between human nature, the natural and supernatural world, and the nature of tragedy.

Research the historical background for the play and the period in which it was written.

Choose and develop a script for a role of a fictional banquet.

Unit IV–Novel Study/Lord of the Flies

Time: 25 hours

Purpose:

Explore literary connections through a study of the drama Macbeth and the play, Lord of the Flies.

Explore the characters in the play, their motivations, actions, and the consequences of their choices and actions.

Explore the use of language and apply their understanding of the social and cultural context.

Use efficient note-making and note-taking strategies.

Explain the effects of a variety of literary devices and techniques, including figurative language, symbolism, parody, and irony.

Consciously use and evaluate a wide variety of strategies before, during, and after reading to increase their comprehension and recall.

Unit V – The Culminating Unit: Pulling it all Together

Time: 15 hours.

Purpose:

Apply the skills and insights they have acquired throughout the course to the study of a novel that is selected independently.

Apply the models of analysis studied in Units 1, 2 and 3, and demonstrate this understanding through a portfolio and a presentation.

Complete a Portfolio that reflects the independent research process and includes Reader’s Notes, a resource list, a final report, and an exploration of a theme.

Present an oral report on their portfolio – report will include a media work.

Final examination using a sight passage connecting the novel, the play, and a selection of short pieces to a common theme and devices used to emphasize this theme.



COURSE ORGANIZATION

Unit I	Short Stories/Writing Workshops	23 hours
Unit II	Exploration of Literary Connections-Poetry	22 hours
Unit III	Shakespeare Drama-Macbeth	25 hours
Unit IV	Novel Study-Lord Of The Flies	25 hours
Unit V	The Culminating Unit: Pulling it all Together	15 hours
Total Hours		110 hours

Planning for the Final Grade

70% Course Evaluation			30% End-of-Course Evaluation	
The following components will be used to base 70% of each student's final grade.			The following components will be administered near the end of the course and account for 30% of the final grade.	
Component		Approximate Weighting	Component	Approximate Weighting
Poetry & Short Story Analysis		4	Final Examination	20
Oral Presentation		2	Culminating Activity	10
Creative Writing-Short Story, Fable/Myth		5		
In Class Essay-Autobiography		5		
Unit 1 Test		5		
Oral Presentation		2		
Poetry Anthology		5		
Unit 2 Test		5		
Skits/Seminars, Quizzes		4		
Comparative/Literary Essays		5		
Unit 3 Test		5		
h Outline/Thesis		5		
Portfolio		5		
Oral Report/Media Presentation		4		
Media Work/Storyboard		4		
Unit 4 Test		5		
Course		70%	End of Course	30%
Evaluation				



ASSESSMENT & EVALUATION

Purpose

The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Assessment for Learning - we provide feedback and coaching.

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment as Learning - we help students monitor progress, set goals, reflect on their learning.

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling, external, structured opportunities for students to assess themselves.

Assessment of Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students.

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

Strategies for Assessment and Evaluation of Student Performance

Teachers of this course will work collaboratively with colleagues to regularly review course content, instructional strategies, and assessment practices, and will make modifications to the program as needed to improve student achievement.



Extensive use of the guidelines of the achievement chart for the English studies linking categories of knowledge and skills in the achievement chart to the expectations of the curriculum document is mandatory in this course and students will be made aware of this and other facts on a consistent basis.

Criteria and standards-based assessments will be conducted converting assigned back and forth between number percentages and levels of the achievement chart.

A variety of assessment strategies will be employed throughout the course in anticipation of achieving maximum precision in assessing what and how well students learned the curricular expectations of the course. A balance assessment program will include methods, and categories of the achievement.

To assess Understanding of Conceptual and Procedural, Knowledge/Understanding: tests, quizzes, and observation of performance tasks.

To assess Thinking/Inquiry/Problem Solving and Application in unfamiliar settings: performance assessment, observation, and conferencing.

To assess Communication: journals, portfolios, performance assessments, observations, and presentations

To assess Application in familiar settings: tests, quizzes, performance assessments.

To assess Learning Skills and to set goals: journals, portfolios, observations, and conferencing.

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Paper and Pencil → Tests Quizzes Examinations

Performance Methods

Projects Portfolios Essays Presentations Seminars
Skits

Personal Communications

Socratic Questioning Interviews Classroom Discussion
Conferences Seminars



Assessment tools for all assessment strategies include check lists, anecdotal records, marking schemes, scaling methods, teaching log, and rubrics.

The overall and final grades at the end of the course will be calculated from two components:

70% of the overall grades will be calculated from the term work with each unit assigned a portion of the 70%.

30 % will be in the form of a final exam or a final exam and a performance task in a 20% and 10% format (the final exam being weighted at 20%).

Percentage of Final Mark		Categories of Mark Breakdown
70%	17.5%	Knowledge and Understanding
	17.5%	Thinking/Inquiry
	17.5%	Applications
	17.5%	Communication
30%	10%	Summative Evaluation
	20%	Final Exam

Percentage Distribution according to categories

Knowledge and Understanding 25%	Thinking and Inquiry 25%	Communication 25%	Application 25%
-Tests	-Tests	-Tests	-Tests
-Reading comprehension questions	-Reading comprehension questions	-Reading comprehension questions	-Reading comprehension questions
- Essay	- Essay	- Essay	- Essay
- Assignments	- Assignments	- Assignments	- Assignments
- Reflection responses	- Reflection responses	- Reflection responses	- Reflection responses
- Presentations	- Presentations	- Presentations	- Presentations



Teaching Learning Strategies used in this Course:

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

Teaching & Learning Strategies

Direct Instruction (teacher-led)	x	Class Activity (teacher facilitation)	x
Direct Instruction (discussion possible)	x	Experiential learning (learn by doing)	x
Class Discussion (teacher facilitated)		Worksheets	x
Small Group Discussion	x	Individual or Group Research	x
Partner Discussion/Conferencing	x	Teacher modeling	x
Conferencing Teacher & Student		Text-based modeling	x
Teacher reading to class	x	Use of Computers / Internet	x
Silent individual reading	x	Use of video tape or audio materials	x
Group based reading	x	Role Playing	
Independent Work (teacher facilitation)	x	Presentations	x
Group Work (teacher facilitation)	x	Guest Speaker / Interviews / Questions	
Brainstorming	x	Field Trip	
Team/Independent Problem Solving	x	Independent Study Unit	x

Assessment and Evaluation Strategies of Student Performance

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Evaluation focuses on student’s achievement of the overall expectations following:

Assessment for Learning	Assessment as Learning	Assessment of Learning
Quizzes	Quizzes	Tests
Tests	Tests	Presentations
Presentations	Presentations	Self/Peer assessment
Journals	Journals	Essays
Essays	Essays	Models
Models	Models	Projects
Projects	Projects	Demonstrations
Demonstrations	Demonstrations	Conferencing
Conferencing	Conferencing	Researching
Questioning	Questioning	Debates
Art Exhibits	Art Exhibits	Work Sheets
Researching	Researching	Role Playing
Reading Aloud	Reading Aloud	
Debates	Debates	



Assessment for Learning	Assessment as Learning	Assessment of Learning
Work Sheets	Work Sheets	
Role Playing	Role Playing	
Direct Instruction	Direct Instruction	
Work Sheets	KWL Chart	
Exit and Entrance Cards	Self/Peer assessment	
	Questioning	
	Exit and Entrance Cards	
	Logs	

Considerations for Program Planning

Instructional Approaches

Teachers in the school are expected to:

- clarify the purpose for learning.
- help students activate prior knowledge.
- differentiate instruction for individual students and small groups according to need.
- explicitly teach and model learning strategies
- encourage students to talk through their thinking and learning processes.

- provide many opportunities for students to practise and apply their developing knowledge and skills.

- apply effective teaching approaches involve students in the use of higher-level thinking skill.
- encourage students to look beyond the literal meaning of texts.

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning. Students have opportunities to learn in a variety of ways:

- individually
- cooperatively
- independently with teacher direction
- through investigation involving hands-on experience
- through examples followed by practice

Program Considerations for English Language Learners

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students’ first languages)

- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)



→ use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Antidiscrimination Education

Learning resources reflect students' interests, backgrounds, cultures, and experiences. Learning materials:

- involve protagonists of both sexes from a wide variety of backgrounds
- reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples.
- include, in English, use of short stories, novels, magazine and newspaper articles, television programs, and films

- provide opportunities for students to explore issues relating to their self-identity.

- make students 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.

Literacy and Inquiry/Research Skills

The school emphasizes the importance of the following:

- using clear, concise communication in the classroom involving the use of diagrams, charts, tables, and graphs.
- emphasizing students' ability to interpret and use graphic texts.

- acquiring the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet.

- learning that all sources of information have a particular point of view.

- learning that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

The Role of the School Library in the English Program

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. In collaboration with classroom, Staff members teach and provide students with authentic information and research tasks as following:

- access, select, gather, process, critically evaluate, create, and communicate information.

- use the information obtained to explore and investigate issues, 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

Throughout the course, opportunities are provided for the use of technology to support and communicate students' learning. These include the use of word processing and presentation software as well as research using the internet.

RESOURCES

Textbooks:

Buckley, Joanne. *Fit to Print*. Toronto: Harcourt Brace Jovanovich, 1991

Dawe, Robert et al. *Viewpoints 12*. Toronto: Pearson Education Canada Inc. 2002.

Catcher In The Rye, J. D. Salinger.

Echoes 12, Fiction, Media, Drama and Nonfiction

Language Power, Book J, Gage Learning.

Shakespeare, William. *Hamlet*. Toronto: Harbrace Shakespeare, 1990. ISBN 0-7747-1365-

Other Resources:

Lings, Martin. *Shakespeare's Window into the Soul*. Rochester: Inner Traditions. 2006 ISBN-13:978-1-59477-120-0

Shakespeare, William. *Hamlet*. Cambridge: Cambridge University Press. 1997. ISBN 0-521-46697-0

Writing Resources:

Abrams, M.H. *A Glossary of Literary Terms*, 6th ed. Fortworth: Harcourt Brace, 1993. ISBN 0-03-05498

Barclay, Susanne, Judith Coghill, and Peter Weeks. *Canadian Students' Guide to Language, Literature, and Media*. Don Mills: Oxford, 2001. ISBN 0-19-541675-9

Dawe, Robert and Paul Malott. *Reference Points - A Guide to Language, Literature, and Media*. Toronto: Prentice-Hall, 2001. ISBN 0-13-019871-4

Resources:

1. Lord of the Flies
2. Macbeth, Shakespeare
3. Echoes, 11
4. Language Power
5. Dictionary.