

Course Outline

School Name: *UMC High School*

Department Name: **English**

Ministry of Education Course Title: English Grade 11, University Preparation

Grade Level: Grade 11, University Preparation

Ministry Course Code: ENG3UX

Instructor:

Developed by: Ms. Wanda Tse

Date: October 2014

Revision Date: January 2017

Developed from: Ministry of Education, *English, The Ontario Curriculum, Grades 11 and 12, Revised 2007*

Required Texts:

Novel: Steinbeck, John. *Of Mice and Men*.

Drama: Miller, Arthur. *Death of a Salesman*.

Supplementary texts (Supplied by the instructor):

Excerpts from (in order of appearance):

Norton, Sarah, and Brian Green. *Essay Essentials with Readings*. Toronto: Nelson Education Ltd., 2011.

Arthur, Robert. *The Midnight Visitor*.

Saki. *The Open Window*.

Tellez, Hernando. *Just Lather, That's All*.

Nabokov, Vladimir. *Razor*.

Shakespeare, William. *Macbeth* (Excerpt).

Articles from mediasmarts.ca

Prerequisite: English, Grade 10, Academic

Credits: 1

Length: 110 hours

Principal: _____

Head Teacher: _____

Course Description

This course emphasizes the development of the 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

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

4. **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;
5. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
6. **Reading with Fluency:** use knowledge of words and cueing systems to read fluently;
7. **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

8. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
9. **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;
10. **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;
11. **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

12. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
13. **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;
14. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
15. **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.

Course Content

Unit #1	Essay Writing/Media (Non-Fiction) This unit covers the following strands: All Overall Expectations: 1-15	24 Hours
Unit #2	Short Stories This unit covers the following strands: Oral Communication, Reading and Literature Studies, Writing Overall Expectations: 1-11	27 Hours
Unit #3	Novel Study: <i>Of Mice and Men</i> This unit covers the following strands: Oral Communication, Reading and Literature Studies, Writing Overall Expectations: 1-11	28 Hours
Unit #4	Drama Study: <i>Death of a Salesman</i> This unit covers the following strands: Oral Communication, Reading and Literature Studies, Writing Overall Expectations: 1-11	29 Hours
	Final Exam This unit covers the following strands: All Overall Expectations: 1-15	2 Hours

TOTAL 110hours

Note: The hours for each unit represent the amount of time students will be required to spend online and offline completing worksheets and activities.

Note²: Students are required to maintain a learning log documenting their online and offline activities. The learning log template will be sent to students' emails in their Welcome Package.

Unit Descriptions

Unit 1 – Essay Writing/Media

Students will be introduced to the academic essay. They will learn about formal essay structure, thesis development, developing paragraphs and editing. Before writing their own essays, students will analyse essays for purpose, audiences, style and structure. Students will also learn how to create a proper bibliography and how to cite sources properly. In addition to essay writing, students will study a media topic.

Unit 2 – Short Stories

In this unit, students will be introduced to the different elements of short stories (plot, character development, theme, literary devices, etc.). Students will analyse and critique a variety of short stories and develop skills that will help prepare them for the novel unit. The theme of the short stories will be connected to an excerpt from Shakespeare as well.

Unit 3 – Novel: *Of Mice and Men*, John Steinbeck

Prior to reading the novel students will study the historical context in which the book was written to see how the intellectual atmosphere of the time influences the creation of a text. Students will then read the novel together as a class and engage in daily textual analysis using the skills they acquired in the short stories unit. They will focus on plot, character development, and thematic development.

Unit 4 – Drama: *Death of a Salesman* Arthur Miller

Students will demonstrate an understanding of different elements of a dramatic text (character development through dialogue, staging, script instructions, etc.) before analysing the text through a variety of activities. Students will learn about the playwright and the historical context of the drama as well. Students will also get an opportunity to act scenes from the text in order to improve their spoken English.

ONLINE & OFFLINE COMPONENTS

The design of this course is intended to offer a rich balance between online and offline elements. The following is a summary of the course components and their delivery format. Please refer to the individual unit outlines for specific details. Course content & instruction: *online* Communication between teacher and students: *online & offline* Collaboration between students: *online* Assessment & evaluation: *online & offline* Practise exercises, textbook work, readings etc: *offline*

Teaching/Learning Strategies

A variety of strategies are used to allow students many opportunities to attain the necessary skills for success in this course. The teacher uses a variety of whole class, small group and individual activities to facilitate learning. The following is a list of specific teaching/learning strategies that the teacher may use but is not limited to:

- Lecture
- Reading
- Modeling/Direct Instruction
- Demonstration/Exemplars
- Film
- Graphic Organizers (Venn Diagram, T-Charts, KWL Charts, Placemats)
- Textual Analysis
- Homework Questions
- Structured Discussions
- Student Presentation
- Role Play
- Speeches
- Seminar
- Brainstorming
- Conference/Interview
- Self-Assessment
- Peer-Assessment
- Reflection
- Teacher Feedback
- Pair Work
- Group Work
- Independent Work
- Research Project
- Essay/Writing Assignment
- Practice Tests
- Tests
- Exam

Assessment/Evaluation Strategies

Assessment For Learning (AFL) is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. It is a combination of diagnostic and formative assessments. Assessment As Learning (AAL) is the process of developing and supporting student metacognition (self-awareness). AAL teaches students to be more self-directed learners by encouraging personal goal-setting, reflection, and self-assessment. Assessment Of Learning (AOL) is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The specific assessment/evaluation strategies used by the teacher has been listed in the unit descriptions.

Students passing courses will be marked according using the following four levels of achievement:

- Level 1 (50-59%)
- Level 2 (60-69%)
- Level 3 (70-79%)(**Level 3 is the provincial standard for student achievement.**)
- Level 4 (80-100%)

Level R (<50%) will be used to indicate students who are performing below the provincial passing standard for a course.

Final Grade: The final grade will include the following weighting:

Knowledge 10%	Thinking/Inquiry 30%	Communication 30%	Application 20%
Understanding 10%			

Seventy percent (70%) of the grade will be based on evaluations conducted throughout the course.

Thirty percent (30%) of the grade will be based on the final evaluation, which will take into account the entire course, including the student's most recent and most consistent performance. The final evaluation may take the form of a written examination, an independent study project, a presentation, etc. or a combination of these formats.

In addition to the aforementioned criteria, students will also be assessed on the Learning Skills and Work Habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).

Participation is essential in class as it demonstrates your comprehension of course materials and the development of pertinent skills. Participation is defined as the completion and submission of

assigned worksheets through the designated electronic platforms. Regular review of student work is how the instructor will verify the work belongs to said student. The required software for this course include Microsoft Word and Adobe Acrobat. Student should be able to watch videos from websites, such as youtube. They also must have access to video recording device.

Students are expected to hand in assignments on time. Due dates are indicated on the calendar. If students need an extension, they must speak to the teacher prior to the due date.

Plagiarism is when you take someone else's writing and/or ideas and say it is your own. Having someone else do your work and submitting it as your own is also considered plagiarism. It is a serious offence and any assignments found plagiarizing will be subject to consequences. Students will be required to demonstrate the ability to do the work on their own in order to attain a mark.

The final evaluation for a course will be an intensive summative assignment, unless otherwise indicated in the course. In the situation where a written exam is required, students will be required to go to UMC High School at an assigned time to write a proctored final examination.

Program Planning

In order to accommodate students' needs, the teachers of UMC High School incorporate appropriate considerations in their program planning and delivery. These considerations may include, but not be limited to:

- ❑ Provide tailored accommodations to address individualized student need
- ❑ Provide one-on-one assistance to edit and revise written work
- ❑ Have students keep a personalized editing checklist
- ❑ Break larger tasks into small, manageable steps
- ❑ Give students organizers for planning writing tasks
- ❑ Maintain a personal vocabulary list
- ❑ Model close reading techniques
- ❑ Ensure that all aspects of the program support students in the development of proficiency in language
- ❑ Ensure that the choice of texts should reflect the students' diverse interests, abilities, and backgrounds
- ❑ Reading aloud strategies that enable ESL students to develop their oral communication skills
- ❑ Provide students with activities to activate thinking and create connections to texts before beginning to read independently
- ❑ Motivate students to synthesize course content by encouraging them to use their own life experiences and ideas
- ❑ Use a variety of media to capture students' interest
- ❑ Throughout the course, opportunities are provided for the use of technology. These include the use of word processing and presentation software as well as online research.