

Riverdale Collegiate Institute – Toronto District School Board
EVALUATION POLICY and COURSE OUTLINE 2012

[GRADE 11 University English]

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at [http://www.edu.gov.on.ca/eng/curriculum/secondary/\[###\].html](http://www.edu.gov.on.ca/eng/curriculum/secondary/[###].html)

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements (OS), 2011, located at <http://www.edu.gov.on.ca/eng/document/policy/os/index.html>

1. Course Details

- Program Area: English
- Curriculum Leader: Laura Hegge
- Course title: ENG 3U Credit Value 1
- Prerequisites(s) and co-requisite(s): English Grade 10, Academic
- Textbooks and resource materials that are essential to the course:

Literary Experiences (short fiction and poetry)

Viewpoints 11

Reference Points

The Apprenticeship of Duddy Kravitz

Brave New World

The Catcher in the Rye

The Handmaid's Tale, Crow Lake (enriched only)

The Great Gatsby

The Joy Luck Club

Macbeth (Shakespeare)

The teacher will often use other materials in the classroom, particularly current newspaper and magazine articles and students' writing.

2. Overall Goals

- 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 twelve university or college preparation course.

Overall Expectations

Literature Studies and Reading

1. Reading for Meaning
2. Understanding Form and Style
3. Reading with Fluency
4. Reflecting on Skills and Strategies

Writing

1. Developing and Organizing Content
2. Using Knowledge of Form and Style
3. Applying Knowledge of Conventions
4. Reflecting on Skills and Strategies

Oral Communication

1. Listening to Understand
2. Speaking to Communicate
3. Reflecting on Skills and Strategies

Media Studies

1. Understanding Media Texts
2. Understanding Media Forms, Conventions, and Techniques
3. Creating Media Texts
4. Reflecting on Media Literacy Skills and Strategies

Units/Topics	Timing
Grammar study work in writing folder	Throughout Course
Unit 1: Non-fiction, opinion pieces	Sept. / Oct.(6-8 weeks)
Unit 2: Short stories	Oct. Nov. (2-3 weeks)
Unit 3: Novel Study	Nov. Dec./ Jan. (8-10 weeks)
Unit 4: Independent Novel Study	Feb. March (6-8 weeks)
Unit 5: Poetry/ Play (<i>Macbeth</i>)	March/ April (6-8 weeks)
Culminating Activities &/Or Final Exam Preparation oral presentation (10% of grade) literary essay exam (20 % of grade)	May/ June

EVALUATION PLAN

As required by the Ministry of Education and Training, each student is evaluated according to the four achievement categories: **Knowledge/Understanding, Thinking & Investigation, Communication and Application.** These marks are recorded by the English teacher in four strands: **Literature Studies and Reading, Writing, Oral Communication and Media.**

	LS & Reading	Writing	Oral	Media
TERM (70%)	30%	30%	20%	20%
FINAL EVALUATION (30%)	This evaluation is cumulative, containing material from all units and will evaluate all 4 achievement categories. Oral (10%) Exam (20%)			

70% Term Work

Students must demonstrate achievement of all the overall expectations of the course.

Unit	Task	Strand Focus	Date Due
1. Non-fiction, opinion pieces	The end of the unit summative assignments will be: sight passage test / supported opinion essay/ oral presentation /media analysis/ listening test	Media / Writing Oral/ Reading	

2. Short stories	The end of the unit summative assignments will be: short story test/ (creative writing could be here)	Reading/ Writing	
3. Novel study	Unit evaluations will be: analysis /monologue/ literary essay/ reflective writing/ writing portfolio evaluation/ creative writing (if not done with short story unit)	Media/ Writing/ Oral / Reading	
4. Independent Reading of Novel	Unit evaluations: oral research project and media product/ listening test/ reading test/ oral presentation/ in class essay test	Oral/ Media/ Reading / Writing	
5. Poetry/ Play (Macbeth)	Unit evaluation: oral poetry analysis/ listening test / Macbeth Evaluation /Writing portfolio	Oral/ Reading/ Writing	
Culminating Activities	5 paragraph literary essay (Exam) 20% of grade Oral presentation (in class) 10% of grade	Reading/ Writing/ Media/Oral	

In addition to the evaluations listed above, individual teachers may include other evaluations.

REPORTING

Four Reports Cards will be issued during the year. All reports will give a numeric grade to each student calculated as indicated above. All reports are cumulative. The November, February and April report cards are snapshots of all course work until that point in time. They will be based on the most consistent level of achievement to that point in time.

LEARNING SKILLS

Learning skills are critical for achievement of the curriculum expectations. On each report card there are 6 learning skills: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report on the six Learning Skills using the following: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning skills are not used to determine a student's grade in the course.

TEACHING /ASSESSMENT AND EVALUATION STRATEGIES

A range of teaching, assessment and evaluation strategies will be used to address the needs of students' learning styles and allow students a variety of methods to demonstrate their achievement of the expectations.

Teaching Strategies

To facilitate the learning of the various concepts, a variety of teaching strategies will be used and might include:

Activity Based Strategies

examples: practical laboratory work, oral presentations, field trip, simulations, activity centres)

Cooperative Learning Strategies

examples: Think-Pair-Share, Teams-Games-Tournament, Group Investigation

Arts Based Strategies examples: drawing and origami

Direct Instruction Strategies

examples: Socratic dialogue, lecture, demonstration, conferencing, review, tutorial, textbook

Independent Learning Strategies

examples: homework, independent reading/study, memorization, note making, reports

Inquiry/Research Models

examples: inquiry process, research process, scientific process, writing process

Technology Applications

examples: database application, internet websites and research, media presentation

Thinking Skills Strategies

examples: brainstorming, classifying, concept mapping, concept attainment, concept formation, experimenting, expressing another point of view, graphing, issue-based analysis, lateral thinking, oral explanation, problem solving

Assessment

The primary purpose of assessment is to improve student learning. Assessment is ongoing, varied in nature and allows students to assess their own progress and determine next steps.

The following assessment strategies may be used at different times throughout the course:

quizzes, practice tests, conferencing, practical skill checks, written assignments, self-assessment/peer-assessment, reflective summary

Evaluation

Evaluation is varied and is used to determine a student's achievement grade.

The following evaluation strategies may be used at different times throughout the course:

quizzes, tests, written lab reports, practical skill checks, written assignments, presentations, written exams

SUBJECT OR COURSE SPECIFIC INFORMATION:

This course will begin with the study of essays and news articles. The students will write a sight passage test and a supported opinion essay and short comprehension questions. After a short fiction unit, they will read their first novel (teacher choice).

They will read their second novel independently over three to four weeks to prepare them for grade twelve. As they read, they will keep notes. Then they will prepare an oral presentation based on the second novel. The unit will end with an in class essay test that is similar to the kind of essay test they will have on the exam.

The thematic focus of the poetry unit will vary with each class. They will study *Macbeth* in the spring. In addition, students will continue their study of grammar and media throughout the year.

Each student will keep a writing portfolio throughout the year. This portfolio will be evaluated by the teacher, either as a whole periodically, or the teacher may choose to mark particular pieces of writing.

The Culminating Activity will include an oral presentation (10% of the grade), and an examination (20% of the grade). The examination will be a literary essay.

