

**Forest Hill Collegiate Institute  
Course of Study and Evaluation Statement**

**ENG3C1 - English, Grade 11, College Preparation**

**Note 1: Specific Curriculum Expectations:**

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

**Note 2:** Detailed information on assessment, evaluation, and reporting in Ontario schools will be based on the policies and practices described in *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12* (2010). Full document can be located at <http://www.edu.gov.on.ca/eng/policyfunding/success.html>

**1. Course Details**

- Program Area: English
- Curriculum Leader: Lisa Rodopoulos
- Course title: English, Grade 11. Credit Value 1.0
- Prerequisites(s) and co-requisite(s): English, Grade 10, Applied
- Textbook(s) and resource materials that are essential to the course: TBA
  - Selection of novels, short stories, non-fiction texts, poems, and films

**• 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 study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity in order to support individual perspectives on various topics. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**• Overall Expectations in Oral Communication**

By the end of this course, students will:

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.

**• Overall Expectations in Reading and Literature Studies**

By the end of this course, students will:

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.

**• Overall Expectations in Writing.**

By the end of this course, students will:

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.

**• Overall Expectations in Media Studies.**

By the end of this course, students will:

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.

**Course content:** *unit titles in the sequence in which the material will be studied, a selection of some, but not all, of the activities in each unit, and a suggested time frame in weeks as best as known at the time of printing.*

**Ongoing:**

- **Independent Book Study:** The Individual Book Study includes ongoing daily reading to build critical thinking and engage readers – a selection of novels (graphic, (non) fiction) driven by student voice/choice – Conferencing with Teacher, Reflections in Reading Booklet; Book Clubs, IGT analysis and creation
- Language use – Parts of Speech, punctuation, using quotations, vocabulary building (integrated); poetry

**Unit 1: Short Stories:** Literary analysis, development of a short story, analysis of them using fairy tales, reading annotations, panel discussions, paragraph structure

**Unit 2: Essays and Personal Narratives:** essay analysis and annotations, forms and conventions of personal essays, development of writing skills

**Unit 3: Poetry and Creative Communication:** poetry analysis and annotations, study of slam poetry, forms and conventions of rants and podcasts, development of research skills

**Unit 4: Film Study:** documentary analysis, film analysis, media triangles, storyboards, presentations

**3. Program Planning Considerations**

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English as a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education:* Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.

#### 4. Learning Skills

*Learning Skills* are skills and habits essential to success in school and in the workplace. The Learning Skills evaluated are: Works Independently, Teamwork, Organization, Work Habits/Homework, and Initiative. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

#### 5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

#### 6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations...
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

#### 7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

**In this course, the following evaluation strategies will be used:**

- Reading and demonstrating an understanding of a variety of informational and literary texts.
- Identifying elements of style in a variety of texts to show how they contribute to clear and effective communication.
- Providing a variety of print and electronic primary and secondary sources to gather and assess information.
- Teaching appropriate writing forms for various purposes and audiences, focusing on reports, correspondence and essays.
- Revision, editing and proofreading of written work, using correct grammar, spelling and punctuation standards.

- Review of common errors.
- Teaching syntax, grammar etc. in the context of taught material.
- Creative writing
- Presentation skills development by class presentation.

### 8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Oral Communication	Reading and Literature Studies	Writing	Media Studies
20%	30%	30%	20%

### 9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

### 10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester
- Type, components of the culminating evaluations (as much as is known at the time of writing)
 

Final Examination	15% of overall mark
Persuasive Presentation and Media Project	15% of overall mark

### 11. Determining Marks for the Midterm Provincial Reports

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

### 12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

### 13. Teacher-Specific Information

- Teachers are available for extra help upon request.
- Parents can contact teachers in the English department through the main office at (416) 393-1860 ext. 20090

**Course Evaluation Plan – ENG 3C1**  
**Grade 11 College English**

**30% Culminating Evaluations**

Task	Achievement Chart Focus	Overall Expectations
Persuasive Presentation and Media Project (15%)	<ul style="list-style-type: none"> <li>Reading and Literature Studies</li> <li>Media Studies</li> <li>Oral Communication</li> </ul>	R.1, R.2, R.3 M.1, M.2, M.3 O.1, O.2
Final Exam (15%)	<ul style="list-style-type: none"> <li>Writing</li> </ul>	W.1, W.2, W.3

**70% Course Evaluations**

**ONGOING: Independent Reading Program**

Task	Achievement Chart Focus	Overall Expectations
Reading Reflection	<ul style="list-style-type: none"> <li>Reading and Literature Studies</li> </ul>	R.1, R.2, R.3, R.4
Book Clubs	<ul style="list-style-type: none"> <li>Oral Communication</li> <li>Writing</li> </ul>	O.1, O.2, O.3 W.1, W.2, W.3, W.4
IGT (analysis and creation)	<ul style="list-style-type: none"> <li>Media Studies</li> </ul>	M.1, M.2, M.3, M.4

**Unit 1: Short Stories**

Task	Achievement Chart Focus	Overall Expectations
Short Story Analysis	<ul style="list-style-type: none"> <li>Reading and Literature Studies</li> <li>Oral Communication</li> </ul>	R.1, R.2, R.3, R.4 O.1, O.2, O.3
Character Sketch	<ul style="list-style-type: none"> <li>Writing</li> </ul>	W.1, W.2, W.3, W.4
Creative Demonstration	<ul style="list-style-type: none"> <li>Media Studies</li> </ul>	M.1, M.2, M.3, M.4

**Unit 2: Essays**

Task	Achievement Chart Focus	Overall Expectations
Essay Annotations	<ul style="list-style-type: none"> <li>Reading and Literature Studies</li> </ul>	R.1, R.2, R.3, R.4
Panel Discussions	<ul style="list-style-type: none"> <li>Oral Communication</li> </ul>	O.1, O.2, O.3
Persuasive Essay	<ul style="list-style-type: none"> <li>Writing</li> </ul>	W.1, W.2, W.3, W.4

**Unit 3: Poetry and Creative Communication**

Task	Achievement Chart Focus	Overall Expectations
Poetry Annotation	<ul style="list-style-type: none"> <li>Reading and Literature Studies</li> </ul>	R.1, R.2, R.3, R.4
Creative Writing	<ul style="list-style-type: none"> <li>Writing</li> </ul>	W.1, W.2, W.3, W.4

**Unit 4: Film Study**

Task	Achievement Chart Focus	Overall Expectations
Storyboards	<ul style="list-style-type: none"> <li>Media Studies</li> </ul>	M.2, M.3, M.4
Presentation	<ul style="list-style-type: none"> <li>Oral Communication</li> </ul>	O.2, O.3

**Glossary of Curriculum Expectations:****Reading and Literature Studies**

1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, 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 informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
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**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;
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**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.