

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 11 English: University – ENG 3U1

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/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.

1. Course Details

- Program Area: English
- Curriculum Leader: Lisa Rodopoulos
- Course title: English, Grade 11, University (ENG3U1). Credit Value 1.0
- Prerequisites(s) and co-requisite(s): English, Grade 10, Academic
- Textbook(s) and resource materials that are essential to the course: *Kim's Convenience* by Ins Choi; Book Club Fiction novels based on student inquiry, *Macbeth* by William Shakespeare aided by Roman Polanski's film *Macbeth* and Oxford Online.

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 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 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.

- 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>

- **Course content:** *unit titles are in the sequence in which the material will be studied and a suggested time frame appears in hours as best as known at the time of printing.*

Unit 1: Essays (4 weeks)

Unit 2: Shakespeare (4-5 weeks)

Unit 3: Book Clubs/Short Film (3 weeks)

Unit 4: Modern Drama/ Short Narrative (4-5 weeks)

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 the English program include 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. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits that are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six 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 submission of the ideas and writings of another as if they were 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 learnings and feelings; draw useful insights from such analysis; and/or put learnings 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:
 - **Writing strategies include:** a persuasive essay, literary essay, paragraph analysis.
 - **Reading strategies include:** dramatic analysis, reading annotations, reading a variety of different forms of literature (essays, articles, opinion pieces, short stories, novel, poems, play).
 - **Oral Communication strategies include:** presentations, round table discussions, conferencing with teacher, panel discussions, elevator pitches, podcasts

- **Media strategies include:** creation and use of media texts (eg. power point, podcast, IGT, video, digital exploration), analysis of film.

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 Final Exam

- 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 are 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 of Culminating Activity	Percentage of Final Grade
<i>Critical Lenses Research + Panel Discussions (4 periods)</i>	15%
<i>Final Examination</i>	15%

11. Determining Marks for the Midterm Provincial Reports in November and April

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
English Grade 11 University (ENG 3U1)

30% Final Evaluations

Task	Achievement Chart Focus	Overall Expectations
Exam (15%)	Writing Reading	W. 1, 2, 3 R. 1, 2, 3
Culminating Activity (15%)	Oral Communication Media	O. 1, 2, 3 M. 1, 2, 3

70% Course Work**Unit 1: Essays**

Task	Achievement Chart Focus	Overall Expectations
Round Table - Panel Discussions (Assessment + Evaluation)	Oral Communication Reading	O. 1, 2, 3 R. 1, 2, 3
Persuasive Essay	Writing	W. 1, 2, 3
Podcast Project (Social Issues)	Media	M. 1, 2, 3, 4

Unit 2: Shakespeare (*Macbeth*) / Poetry

Task	Achievement Chart Focus	Overall Expectations
Dramatic Analysis	Reading	R. 1, 2, 3
Literary Essay	Writing	W. 1, 2, 3

Unit 3: Book Clubs / Short Film

Task	Achievement Chart Focus	Overall Expectations
Creative Writing Response (eg. One Pagers/Show-Tell)	Writing Reading	W. 1, 2, 3 R. 1, 2, 3, 4
Book Clubs: Elevator Pitches	Oral Communication	O. 1, 2, 3, 4

Unit 4: Modern Drama (*Kim's Convenience*) / Short Narrative

Task	Achievement Chart Focus	Overall Expectations
Media Project (Humans of FHCI / Google Tour Creator)	Media Writing	M. 1, 2, 3, 4 W. 1, 2, 3
Round Table	Oral Communication Media	O. 1, 2, 3 M. 1, 2

GLOSSARY OF CURRICULUM EXPECTATIONS**A) Oral Communication**

- O. 1 → Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- O. 2 → Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- O. 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.

B) Reading and Literature Studies

- R. 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.
- R. 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.
- R. 3 → Reading With Fluency: use knowledge of words and cueing systems to read fluently.
- R. 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.

C) Writing

- W. 1 → Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.
- W. 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.
- W. 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.
- W. 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.

D) Media Studies

- M. 1 → Understanding Media Texts: demonstrate an understanding of a variety of media texts.
- M. 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;
- M. 3 → Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- M. 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.