



George S. Henry Academy

Course Outline 2022-23

Course Name: Grade 11 English

Course Code: ENG3U

Teacher:

Room & Time:

Contact Information:

- By phone: 416-395-3250 Ext.
- Email Contact:
- Lesson Delivery: Google Classroom

Prerequisite: English, Grade 10 Academic or ESL E

Course Description: This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Overall Course Expectations

<i>Strands</i>	<i>Overall Expectations</i>
ORAL COMMUNICATION:	<ol style="list-style-type: none"> 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:	<ol style="list-style-type: none"> 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 casing 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:	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

Equity Statement: *This course is committed to representative education. It strives to include varied perspectives, voices and lenses of analysis. There has been a mindful and purposeful inclusion of culturally representative material that reflects the student and community population. All are welcome to express their informed thoughts once it does not encroach on the rights of others to feel welcome and safe. **Respect, dialogue and informed advocacy is key.***

Units of Study Specific to this Class

**information in this chart is subject to change.*

UNIT	DESCRIPTION
Short Stories	Defining elements of the short story will be read, analyzed, and discussed in order to bring light to the structures of the genre. Students will contrast the themes and styles of various short stories.
The Essay	Students will do a comprehensive study of the structure and development of the essay. This unit will culminate in the composition of an original essay.
Optional: Drama	Students will study the elements of play and performance in relation to course text, as well as focus on listening and speaking skills.
Media	Students may engage in a comparative film analysis of two thematically connected films. This unit will culminate in an oral comparative analysis based on an exploration of the common themes. Focus will be placed on structure and support, as well as on presentation skills.
Novel	Defining elements of the novel will be examined through reading and discussion of course novel. Students will compare basic themes and events in the text with personal experiences, current events, and other studied texts.
Independent Study Unit	This activity will combine a number of skills learned in the course. Students will produce/create a media piece and do an individual presentation to the class. Students will focus on independent reading of a text with diverse themes, authors and subjects.

EVALUATION BREAKDOWN

*subject to change

CATEGORY	WEIGHTING*	Sample Assignments*
Coursework Categories	70%	
Reading	20%	<ul style="list-style-type: none"> ● Debates ● Seminars Essays
Writing	20%	
Media Studies	15%	
Oral Communication	15%	
Culminating Activities	30 %	
ISU	15%	Presentations Reading Logs Journals
Exam	15%	
	Final Mark	
	/100%	

GRADING SCHEME

ONTARIO LEARNING SKILLS ASSESSMENT CRITERIA

LEVEL	PERCENT RANGE
R	0-49%
1*	50-59%
2	60-69%
3	70-79%
4	80-100%

** A minimum overall grade of level 1 is required to earn a credit towards your diploma.*

Learning Skills and Work Habits		E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
Responsibility	<ul style="list-style-type: none"> Fulfils responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 				
Organization	<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 				
Independent Work	<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 				
Collaboration	<ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 				
Initiative	<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 				
Self-Regulation	<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 				

Teaching Students with Diverse Educational Needs:

Classroom teachers and support staff are the key educators of students who have special education needs. At George S Henry Academy we believe:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Students should see themselves reflected in culturally relevant and responsive pedagogy
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process.

George S Henry Academy addresses the needs of all students under the Ministry's [Equity and Inclusive Education in Ontario Schools Guidelines](#), and takes great care to meet the needs of students with special education needs as outlined in the Ministry's [The Individual Education Plan \(IEP\) Resource Guide](#).

Missing Evidence of Learning:

Students are responsible for:

- Providing evidence of their learning by completing all tests, demonstrations, activities, projects, presentations and assignments to the best of their ability within established timelines.
- Using organizational and time management strategies to meet deadlines.
- Working collaboratively with their teachers to get extra help and support and manage their time when required.
- Ensuring that the evidence they provide is their own work, not the result of cheating or plagiarism.

If a student has not participated in learning activities in the classroom, and the teacher has not been able to evaluate the student through observations, conversations or student products, the teacher may not be able to evaluate student achievement of the overall expectations for a unit, subject or course. In such situations, the teacher will:

- communicate with parents,
- seek the support of the student success team,
- connect with the guidance department and/or administration.

In the case where a student is not attending, the school attendance counsellor will be involved. If, after strategies for support have been put in place and the student has still not demonstrated achievement of the overall expectations of a course, the teacher will indicate on the report card where the student is on the continuum of learning.

Referencing TDSB policy 615:

'The mark earned is a true reflection of the work that students have been able to master and submit. Where a mark falls below 50 percent, teachers are able to recommend potential strategies such as credit recovery, upgrading courses to assist students to gain their credits. (TDSB, Operational Procedure PR615).

Academic Honesty

Honesty is one of the keys to personal success; it demonstrates respect for self and others and promotes a positive school atmosphere. Honesty is both a virtue and an expectation of our society and school environment. TDSB's academic policies are designed on the premise of "academic honesty."

Citing & Referencing

Assignments which use sources of information and which do not clearly and precisely indicate where these sources have been used are NOT eligible for evaluation, as it is impossible for the teacher to accurately determine where the student's ideas begin and end, and where the source information begins and ends. Students must ensure that their work is submitted with clear and precise citations and references. Keeping proper track of sources is a vital step in the process of completing work, and is not something that should be done only when an assignment is 'complete'.

Plagiarism is a form of cheating. The Ministry "[Growing Success](#)" document defines plagiarism as "the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work." Plagiarism can occur in different ways including:

- Improper paraphrasing or paraphrasing without acknowledgement of the source;
- Quoting from a source without acknowledgement (copying);

- Cutting and pasting from an electronic source without acknowledgement, including graphic representations;
- Representing as his/her own a product that a student did not produce.

Consequences for initial incidents of academic dishonesty may include the following:

- Student/teacher conference
- Student/parent/teacher conference
- Confirmation of student understanding of academic honesty
- Completing the task under supervision
- Revising and resubmitting the task

Repeated actions of academic dishonesty will be treated as a violation of the code of conduct and will be referred to administration. The students and his/her parents will be made aware that this behaviour constitutes lying and/or theft and progressive discipline actions appropriate to these infractions will ensue. Ultimately, a mark of zero can be given for the product.

Content Warning for English Courses at GSHA

The content of this course has been chosen to be culturally responsive and to discuss course texts, current events, and many perspectives surrounding them. You will engage in independent reading and research. As a result you may encounter content that is challenging and/or unsettling. You may even find some content offensive and/or challenging.

As a teacher I will attempt to forewarn you of potentially difficult content, however, what will affect each individual. We will do some discussion around what to expect when you encounter a challenging idea.

Please approach the material with an open mind, and ensure that your classroom interactions with classmates during discussions of these ideas are respectful.

If you feel uncomfortable or unsafe as a result of a text in this course, **do not** hesitate to contact your **teacher** so we can discuss strategies and approaches to give you a positive learning experience.