



## Ontario eSecondary School Course Outline 2023-2024

<b>Ministry of Education Course Title: English, Grade 11, College Preparation</b>	
<b>Ministry Course Code: ENG3C</b>	
<b>Course Type: College Preparation</b>	
<b>Grade: 11</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s): English, Grade 10, Applied</b>	
<b>Department: English</b>	
<b>Course developed by: B. Bosch</b>	<b>Date: June 20th, 2019</b> <b>Revised: May 8th, 2021</b>
<b>Length:</b> <b>One Semester</b>	<b>Hours:</b> <b>110</b>
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"> <li>1. <i>English, The Ontario Curriculum, Grades 11 and 12, 2007, (revised)</i></li> <li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i></li> <li>3. <i>Learning for All (2013)</i></li> </ol>	

## **COURSE DESCRIPTION/RATIONALE**

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. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

## **OVERALL CURRICULUM EXPECTATIONS**

### ***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.

### ***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 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***

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 informational, literary, 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***

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

<i>Unit</i>	<i>Length</i>
Unit 1: Short Stories	25 hours
Unit 2: Media Studies	20 hours
Unit 3: Novel Study	30 Hours
Unit 4: Nonfiction	25 hours
Unit 5: Culminating Activity	8 hours
Final Exam	2 hours
<b>Total</b>	<b>110 hours</b>

## UNIT DESCRIPTIONS

### UNIT 1: Short Stories

In this unit, students will study short stories, focusing on the importance of the main idea on the reader's interpretation. They will study a variety of short stories where they will explore the themes, conflicts, characterization, and elements of fiction in addition to personal and worldly connections and inferences made by the reader. Students will combine their reading comprehension and writing skills to complete discussion forum responses, formal paragraphs and the writing process to produce a formal 5 paragraph essay.

### UNIT 2: Media Studies

In this unit, students will study the importance of social media and its benefits in our society today. They will look at their own online identity and how they engage online. They will discuss the key concepts to media literacy and what it takes to use critical media literacy skills. Then, students will evaluate online examples of community engagement and social activism and create a campaign of their own.

### UNIT 3: Novel Study

In this unit, students will read the novel *The Curious Incident of the Dog in the Nighttime*. They will explore the novel in terms of its different narrative perspectives and genre, and use plot elements such as characterization, setting, theme and important quotations to analyze the text. Students will focus on the human condition to see challenges, develop coping strategies, and overcome obstacles while developing a keener sense of right and wrong, normal and different, challenging their thinking of the social norms of our society.

### Unit 4: Nonfiction

In this unit, students will read the memoir *The Last Lecture* by Randy Pausch. They will explore what it means to be inspired as well as some of the techniques used in motivational and persuasive writing and speeches. Students will explore their own motivators and challenge themselves to improve in reading, listening, and writing skills.

### Unit 5: Culminating Activity

In this course, students have learned many skills and learning strategies. They have watched, read, and listened to a wide variety of content and looked at how they personally interact with these topics. In this unit, students will reflect on their learning and produce three projects that demonstrate what they have learned in this course.

## TEACHING AND LEARNING STRATEGIES

**In this course, students will experience the following activities.**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations and Poodlls** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Brainstorming, charts, and graphs** are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Articles** are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Reflective/comparative analysis and evaluation of written work** is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

**Journals** provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Five. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Free-writing journals/blogs
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening

- ☐ Creative Writing & Story Development
- ☐ Tests & Exam
- ☐ Essay Writing
- ☐ Evaluations

## EVALUATION

The final grade will be determined as follows:

- ☐ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weight	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Exam (2.25K, 2.25T, 2.25C, 8.25A)	15
Culminating Project (3K, 4.5T, 3C, 4.5A)	15

## TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1: Theme Paragraph	To demonstrate their knowledge of short story analysis, students will write a theme paragraph on a selected short story.	K, T, C, A	4
Unit 1: Final Discussion Post	Students will demonstrate their improved expository paragraph writing skills by constructing a post. They will focus on point, evidence, and explanation.	K, T, C, A	7
Unit 1: Short Story Essay	Students will use the writing process to create a 5 paragraph formal essay.	K, T, C, A	7
Unit 2: Social Media Photo Essay	Students will present orally their learned terminology and content surrounding personal interactions with social media and its benefits.	K, T, C, A	4

Unit Unit 2: Discussion Post #2	Students will demonstrate understanding of the lesson content learned in terms of social activism and online engagement.	K, T, C, A	2
Unit 2: Case Study	Students will present their research on current cases of social activism and discuss and describe the key concepts of media literacy.	K, T, C, A	5
Unit 2: Social Media Campaign	Students will extend their learning from the unit by transferring skills and applying them to a social media campaign that they design and present.	K, T, C, A	6
Unit 3: Reading Tests 1 and 2	To convey their knowledge of the novels key plot points, the significance of important quotations, and their thinking application of themes, students will write two reading tests for the novel unit.	K, T, C, A	6
Unit 3: Final Discussion Post	Students will demonstrate their critical thinking skills and knowledge and application of characterization in one well-constructed paragraph.	K, T, C, A	6
Unit 3: Narrative Essay	Students will creatively apply the conventions of the narrative essay from the perspective of a character in the novel to show their understanding of the novel and narrative voice.	K, T, C, A	6
Unit 4: Persuasive Paragraphs	Students will construct a persuasive paragraph where they will convey their point using the learned persuasive techniques. Students will also write a persuasive analysis paragraph where they will evaluate the persuasion of a work and discuss its merits.	K, T, C, A	5
Unit 4: 10 Day Challenge	Students will design and implement a challenge for themselves. They will set goals, create measuring tools, journal their progress and present their findings.	K, T, C, A	6
Unit 4: My Last Lecture Discussion	Students will think about the importance of learning through the experience of others and discuss and describe what their words of wisdom would be to others in their last lecture and how they would convey this information in an inspiring way.	K, T, C, A	6

## FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Unit 5: Infographic	Students will demonstrate creativity and critical thinking in conveying their information about themselves in a visual way.	K, T, C, A	5
Unit 5: Gratitude Paragraph	Students will construct a paragraph providing something they are grateful for and developing on this idea with reasoning and explanation in a fully-developed, creative paragraph.	K, T, C, A	5

Unit 5: Presentation	Students will demonstrate metacognition and insights into their own learning by presenting their learned skills based off of unit content and their own personal feedback from each unit. Students will highlight why what they have learned in this course is important.	K, T, C, A	5
Final Exam	Divided into two sections. The first is short answer responses and the second is a 5 paragraph essay.	K, T, C, A	15

## AFL/AAL/AOL TRACKING SHEET

### Unit 1:

AAL	AFL	AOL
Diagnostic Assessment	Research Task: Literary Devices	Theme Paragraph
Integrating Quotations Review	Short Story 1: Analysis Chart	Discussion Post #3
The Writing Process Handout	Short Story 2: Analysis Chart	Short Story Essay
Peer and Self Editing Checklist	Discussion Post #1	
End of Unit Conference	Short Story 3: Analysis Chart	
	Short Story 4: Analysis Chart	
	Writing Practice: Parts of the Essay	
	Discussion Post #2	

### Unit 2:

AAL	AFL	AOL
Media Diagnostic	Social Media Article Questions	My Social Media Identity: Photo Essay
Personality Inventory	Discussion Post #1	Discussion Post #2
Social Media Survey	TED Talk Questions	Case Study Assignment
Digital Natives Mind Map	Survey Reflection	Social Media Campaign Assignment
My Community Engagement Inventory	Young Activists Worksheet	
End of Unit Conference	Campaign Brainstorming	

### Unit 3:

AAL	AFL	AOL
Reading Quiz #1	Discussion Post #1	Reading Test #1
Reading Quiz #2	Section 1 Analysis Worksheet	Reading Test #2
Reading Quiz #3	Discussion Post #2	Discussion Post #5
Reading Quiz #4	Section 2 Analysis Worksheet	Narrative Essay
End of Unit Conference	Discussion Post #3	
	Section 3 Analysis Worksheet	
	Discussion Post #4	
	Section 4 Analysis Worksheet	



**Unit 4:**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
Persuasive Techniques Research Task	3R Reading Organizer #1	Persuasive Paragraphs
What Motivates You? Responses	Self Discovery Log #1	10 Day Challenge Assignment
Oral Response: Last Lecture Section 2	3R Organizer #2	My Last Lecture Discussion Post
Identifying Persuasive Techniques	SMART Goals	
Video Reflection Worksheet	Self Discovery Log #2	
SMART Goal Worksheet: 10 Day Challenge	3R Organizer #3	
End of Unit Conference	Self Discovery Log #3	
	10 Day Challenge Proposal	
	3R Organizer #4	

**Finals**

<b>AOL</b>
Culminating Project-
Final Exam

**CONSIDERATION FOR PROGRAM PLANNING****PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: 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. Successful instructional practices are founded on evidence-based research, tempered by experience.

**PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

**THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM**

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools

such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

### ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.