



## Ontario eSecondary School Course Outline 2020-2021

<b>Ministry of Education Course Title: English, University Preparation</b>	
<b>Ministry Course Code: ENG3U</b>	
<b>Course Type: University Preparation</b>	
<b>Grade: 11</b>	
<b>Credit Value: 1.0</b>	
<b>Prerequisite(s): English, Grade 10, Academic</b>	
<b>Department: English</b>	
<b>Course developed by: Sara Hailstone</b>	<b>Date: March 1, 2019 Revised: March 25, 2020</b>
<b>Length: One Semester</b>	<b>Hours: 110</b>
<p>This course has been developed based on the following Ministry documents:</p> <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 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.

**Prerequisite:** English, Grade 11, University Preparation

## **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 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.

### ***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.

### ***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 (Approx.)</i>
Unit 1: Responding to Literature: Building Foundations	14 hours
Unit 2: Fiction & Non-Fiction: Literary Theory	14.5 hours
Unit 3: Drama and Poetry: Macbeth	28.5 hours
Unit 4: Novel Study: Life of Pi	35 hours
Unit 5: Culminating Activity: Independent Study Unit	15 hours
Final Exam	3 hours
<b>Total</b>	<b>110 Hours</b>

## UNIT DESCRIPTIONS

We grow up thinking of reading and writing as two of the classic ‘three Rs’, and once we learn how to do them well, many assume that there’s no need to think more of them. However, there are nuances to both.

This course explores what writers have known for centuries: there are many, many ways to write and read a text.

### **UNIT 1:** Responding to Literature: Building Foundations

In this unit, students will have the opportunity to have some background and understanding of literary terms and MLA citation to build a foundation for this course. Students will complete three diagnostic activities on short stories and literary terms. The focus of this unit is to examine how literary elements work together in a short story to create an impact for the reader and how students can learn life lessons, meaning, moral, or the message about life or human nature that is communicated by a literary work. In an extension of their learning, they will conduct a short story analysis by completing A Short Story Analysis: Extended Paragraph that reflects their close reading of the short story. Students will also complete a Unit Test on Literary Terms and Devices.

### **UNIT 2:** Fiction & Non-Fiction: Literary Theory

In an introduction to literary theory, students will explore a variety of lenses through which we can read a text. They will then analyse the influence of social, cultural, and economic values and perspectives on texts in various forms, including short stories, poetry and media texts. The work done in this unit provides a foundation for study and the application of theory in all subsequent units. Students will demonstrate their learning by completing a Persuasive Speech.

### **UNIT 3:** Drama and Poetry: Macbeth

In this unit, students will investigate literary connections through a study of *Macbeth* and various forms of poetry. This study will be two-fold. First, we will study the structure of the Shakespearean tragedy, the many ways that we can read the play – and how others have read it – while using the theoretical lenses first explored in Unit Two to work with the different phases of the writing process. Particular emphasis will be placed on understanding the specific motifs and image patterns that are integral to the play. Topics to be examined will include the tragic hero, disillusionment, greed, and sanity. Second, we will explore various poetic forms applying Literary Terms and Devices first explored in Unit One. Students will complete a Literary Essay and write a Shakespearean Sonnet.

### **UNIT 4:** Novel Study: Life of Pi

Students will continue exploring literary form and connections through the study of the novel, *Life of Pi*. They will consider themes around survival, loss of innocence, belief in God, and the relativity of truth. Students will read independently for deeper meaning, to analyze significant quotes and create a thesis

statement around theme. Students will write two Reading Tests and they will design a Seminar on chosen theme through a slideshow presentation.

**UNIT 5: Culminating Activity: Independent Study Unit**

Students will select a text from a predetermined list and will complete the required components of this independent study unit. Emphasis will be placed on developing an original and thought-provoking thesis statement. Integration of secondary research into the literary essay will also be important. Students will apply the lessons and numerous skills they have acquired throughout the course to this ongoing unit.

## **TEACHING AND LEARNING STRATEGIES**

**The students will experience a variety of activities:**

### **Whole-Class Activities**

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

**Class discussions** that are facilitated through video conferencing and telephone conversations with their subject teacher or discussions with other students concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

**Teacher demonstrations** (research skills, etc.) through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

**Video presentations** and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre-approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

**Diagnostic and review activities** (audio and video taping) can be student-lead or teacher lead to work as a review for students through audio and video made to share among each other to help reinforce the concepts and skills being studied.

**Brainstorming, charts and graphs** are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle.

**Comparison and evaluation of written work** is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer-correct and self-correct. Students are given a variety of texts to read through embedded links, to make comparisons with different texts, real life situations, and their own writing.

**Practical extension and application of knowledge** is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, or videoconferencing.

**Oral presentations** in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by fellow students (when appropriate) and the teacher. Students can learn from one another, and from their teacher. Such activities include dramatic readings and performances.

**Charts and graphs** are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

### **Individual Activities**

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing. Teachers are encouraged to include individual activities such as the following in the course:

**Research** is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded.

**Individual assignments** are worked on at a student's own pace. The teacher can support the student in these activities with ongoing feedback.

**Oral presentations** are facilitated through the use of video conferencing and video recording.

**Practical extension and application of knowledge** helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.

**Ongoing project work** is something that is valued in the earning of an English credit. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

**Reading** students are able to read a variety of texts online. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Written assignments** are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

**Journals** are used in which the student can self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

**Reflective/Comparative analysis** for students working in their portfolios, giving them an opportunity for self-reflection on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences as well.

We grow up thinking of reading and writing as two of the classic 'three Rs', and once we learn how to do them well, many assume that there's no need to think more of them. However, there are nuances to both.

This course explores what writers have known for centuries: there are many, many ways to write and read

## **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)

### TERM WORK EVALUATIONS (70%):

Evaluation Item	Description	Category	Weight
Unit 1: Short Story Analysis: Extended Paragraph	Through an analysis of the elements of a short story (based on the kind studied in this unit), students will produce A Thematic Response Extended Paragraph that reflects their close reading of the story	K, I, C, A	10
Unit 1: Unit Test	Students will complete a short Unit Test on Literary Terms and Devices.	K, I, C, A	5
Unit 2: A Persuasive Speech	(1) Decide on a media format of presentation (Slideshow, Video, Website, Prezi, etc.) (2) Decide on a non-fiction text (Speeches, Letters, Magazines, Memoirs or Autobiographies and Newspapers) (3) Choosing a School of Literary Criticism not studied in this unit (a list of remaining Schools of Literary Criticism will be provided), students will produce a persuasive speech that reflects their knowledge of analyzing a non-fiction text through the lens of a new literary theory	K, I, C, A	10
Unit 2: Persuasive Speech Reflection	Students writer 3-4 paragraphs reflecting on the creation process of their persuasive speech	K, I, C, A	5
Unit 3: A Literary Essay	(1) Students will create an essay outline with thesis statement (2) Students will translate that outline to create a 5-paragraph, MLA-format, literary essay of the play	K, I, C, A	10
Unit 3: A Sonnet	Students will show their learning of various forms of poetic forms, poetic literary terms, and devices by writing their own Shakespearean Sonnet	K,I,C,A	10
Unit 3: 2 Reading Tests	Students will demonstrate their understanding of the novel by completing two Reading Tests	K,I,C,A	10
Unit 4: Seminar	Students will read independently for deeper meaning, to analyze significant quotes and create a thesis statement around theme. Students will apply these skills by designing a Seminar on chosen theme through a slideshow presentation	K, I, C, A	10

### FINAL EVALUATIONS (30%):

Evaluation Item	Description	Category	Weight
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Independent Study Unit	Students will select a text from a predetermined list and will complete the required components of this independent study unit. Emphasis will be placed on developing an original and thought-provoking thesis statement. Integration of secondary research into the literary essay will also be important. Students will apply the lessons and numerous skills they have acquired throughout the course to this ongoing unit.	SUM	15
Final Exam	An exam to cover the major units studied through this course. The exam will consist of definitions, short Answer, sight Passage, and essay	SUM	15

### AFL/AAL/AOL Tracking sheet:

**Unit 1:**

AAL	AFL	AOL
Glossary of literary terms	"Tell me About You" student survey	The Short Story Analysis: Extended Paragraph
Annotated notes on "The Lottery"	Comprehension questions on "The Rocking Horse"	Unit Test
Comprehension questions for "The Sniper"	Second diagnostic activity of three parts, a) Literary Terms, b) Correct the Errors and c) Short Story portion	
	MLA Documentation Practice Worksheet	
	"Short Story Analysis"	



**Unit 2:**

AAL	AFL	AOL
Literary movements writing analysis	Practice developing a thesis statement with “The Necklace”	Persuasive speech
Comprehension questions	Diagnostic Quiz	Reflection activity writing 3-4 paragraphs contemplating the creation process of their persuasive speech
Answers on setting		
Virginia Woolf’s “A Room of One’s Own” by reading three chapters of this work and answering questions		
Alice Munro’s “Boys and Girls,” students will apply a feminist lens to this text and answer questions		

**Unit 3:**

AAL	AFL	AOL
Character analysis	Quotations Activity on various lines of the play	Quiz on Act I and Act II three diary entries
Tragic hero checklist	Thesis Statement Practice	Sonnet
Character table	Diagnostic Quiz	Literary essay on <i>Macbeth</i>
Dramatic Literary Terms		Second reading test
Guiding Questions		
Matching vocabulary quiz		
Close readings of annotated notes on two sonnets		

**Unit 4:**

AAL	AFL	AOL
Chapter Questions	Quiz	Seminar project
Character charts	Reading Test	
SWBS chart	Diagnostic Quiz	
The hero’s journey graphic organizer		
Survival quiz		
Compare/contrast graphic organizer		
Plot parallels		

**Finals**

AOL
Culminating Project- Website Portfolio and Portfolio Conference
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.
- Environmental accommodations:** such as preferential seating or special lighting.
- 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.
- Record key words on the board or overhead when students are expected to make their own notes.
- 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.