



Ontario eSecondary School Course Outline 2022-2023

Ministry of Education Course Title: English, Grade 11, College Preparation	
Ministry Course Code: ENG3C	
Course Type: College Preparation	
Grade: 11	
Credit Value: 1.0	
Prerequisite(s): English, Grade 10, Applied	
Department: English	
Course developed by: B. Bosch	Date: June 20th, 2019 Revised: May 8th, 2021
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>English, The Ontario Curriculum, Grades 11 and 12, 2007, (revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

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.

Prerequisite: English, Grade 10, College 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 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

Total 110

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

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.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as to bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

The small group activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through online chat and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

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.

Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, and student to student. This can be done through uploading on Moodle and video conferencing.

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)

Weight	
Course Work	70
Knowledge/Understanding	17.5
Thinking/Inquiry	17.5
Communication	17.5
Application	17.5
Final	30
Exam	15
Culminating Project	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

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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.	SUM	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.	SUM	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.	SUM	5
Final Exam	Divided into two sections. The first is short answer responses and the second is a 5 paragraph essay.	AUM	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:

AAL	AFL	AOL
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

AOL
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.