Ontario eSecondary School
Course Outline
2024-2025

Ministry of Education Course Title: Grade 11 English, University Preparation
Ministry Course Code: ENG3U
Course Type: University Preparation
Grade: 11
Credit Value: 1.0
Prerequisite(s): English, Grade 10, Academic
Department: English

Course developed by: Brittany Bosch	**Date: April 15th, 2019** **Revised: April 2023**
Length: **One Semester**	**Hours:** **110**

This course has been developed based on the following Ministry documents:
1. *English, The Ontario Curriculum, Grades 11 and 12*, 2007, (revised)
2. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
3. *Learning for All (2013)*

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.

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

Unit	Length *(Approx.)*
Unit 1: Short Stories	25 hours
Unit 2: Nonfiction	25 hours
Unit 3: Drama	25 hours
Unit 4: Novel Study	25 hours
Unit 5: Independent Study Unit	8 hours
Final Exam	2 hours
Total	**110 Hours**

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: Short Stories
In this unit, students will have the opportunity to review and build on their knowledge of literary terms and elements of fiction. Students will complete 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. Students will further their analysis using the most common literary theories and build on these analysis skills throughout the course. In an extension of their learning, they will conduct multiple short story analysis tasks, ultimately culminating in a comparative literary analysis essay.

UNIT 2: Nonfiction
In this unit, students will learn the essential skills and competencies of reading, evaluating, assessing, and discussing nonfiction texts. Students will study a wide variety of nonfiction texts in written and digital form where they will use knowledge of rhetorical strategy and argumentation techniques, the key concepts of media literacy, and nonfiction forms such as analysis and discussion, persuasion, and critiquing. Students will demonstrate their learning through nonfiction analysis and an information text using primary and secondary sources.

UNIT 3: Drama
In this unit, students will investigate tragedy and the tragic hero through a study of *Macbeth.* Students will aim to understand the background and historical context and how that knowledge increases our understanding of the play. Students will focus on the dramatic devices used in the play and how they enhance meaning, and focus on the characteristics of tragedy and the tragic hero as we study Macbeth's character and determine if he fits the archetype. Students will demonstrate their learning through act questions and analysis charts, reading tests, and a final literary project.

UNIT 4: Novel Study
In this unit, students will focus their explorations on the novel *Life of Pi* by Yann Martel. They will read the novel and practice their comprehension and analysis skills, while also continuing to view the text critically and reflect on the themes presented in this course. Students will demonstrate their learning through the

construction of a media adaptation of the novel, discussing the novel elements, and giving a presentation on the hero's journey.

UNIT 5: Independent Study Unit
The overall goal of this unit is to have students consolidate the skills they have learned in this course into a well-presented presentation and creative element. Students will select a novel with a key issue present in our society. They will then research to find a textual and visual/ audio media source to construct a persuasive presentation on the topic accompanied by a PSA creative component.

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
Course Work	**70**
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	**30**
Exam (2.5K, 2.5T, 2.5C, 2.5A)	10
Culminating Project (3.6K, 3.75T, 3.75C, 3.9A)	20

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1: Short Story Analysis Presentation	Students will demonstrate the skills they have learned by analyzing the short story "The Night Face Up" by Julio Cortazar using the Psychoanalytic Theory in a presentation.	K, T, C, A	18
Unit 1: Literary Theory Research Chart	Students will research the studied literary theories in this unit and complete a chart for each theory.	K, T, C, A	
Unit 1: Comparative Literary Analysis Essay	In this assignment, students will write a comparative literary analysis essay where they will explore a theme and its importance in two short stories.	K, T, C, A	
Unit 2: Interview Assignment	Using their nonfiction reading logs, students will choose a current topic. They will construct questions on this subject and interview different people for their perspectives, insights, and ideas concerning this topic. Then, students will present the different perspectives.	K, T, C, A	17
Unit 2: Next Analysis #7	Students will demonstrate their skills and abilities in non-fiction analysis learned through the unit's previous analysis tasks.	K, T, C, A	
Unit 2: Discussion Post #3	Students will select one of their 4 previous discussion posts, revise it based on feedback, and submit the polished copy for evaluation.	K, T, C, A	
Unit 3: Acts 1 and 2 Test	Students will be tested on their knowledge of the play and its elements.	K, T, C, A	18
Unit 3: Acts 3-5 Test	Students will be tested on their knowledge of the play and its elements.	K, T, C, A	
Unit 3: Tragic Hero Investigation	Students will complete a chart with evidence and construct a paragraph using the evidence collected to confirm or refute if Macbeth fits the Tragic Hero archetype.	K, T, C, A	
Unit 3: Act Study Guide Infographic	Students will create an infographic study guide for one of the acts in the play.	K, T, C, A	
Unit 4: Media Adaptation Assignment	Students will adapt a component of the novel into a secondary media form and then answer reflection questions.	K, T, C, A	17
Unit 4: Hero's Journey presentation	Students will present their understanding of the hero's journey and discuss the novel Life of Pi through this pattern.	K, T, C, A	

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Unit 5: Process Work	Students will submit their reading notes from their selected novel and their research Cornell notes for their two secondary sources.	K, T, C, A	
Unit 5: Presentation	Students will present their issue and researched information to their teacher.	K, T, C, A	20
Unit 5: PSA	Students will submit a PSA as a creative component in addition to their presentation.	K, T, C, A	
Final Exam	The exam will consist of short answer and essay responses.	K, T, C, A	10

AFL/AAL/AOL TRACKING SHEET

Unit 1:

AAL	AFL	AOL
Diagnostic assessment	Devices and elements of fiction research task	Literary Theory Research Assignment
Writing effective thesis statements	Writing Workshop Student notes	Short Story Analysis Presentation
Learning Skills and Work Habits Self-assessment	Short story analysis charts	Comparative Literary Essay
	Literary Analysis Chart: Two Words	
	Defining the types of essays	

Unit 2:

AAL	AFL	AOL
Text questions	Current issues mind map	Discussion Post #3
End of Unit Conference	Nonfiction reading logs	Interview assignment
	Media discussion posts	Text #7
	Devices chart	

Unit 3:

AAL	AFL	AOL
Dramatic literary terms	Act 1 Questions	Macbeth Reading Test Acts 1 and 2
Act 2 questions	Act 1 Character and Theme Organizer	Macbeth Infographic assignment
Act 3 questions	Act 2 Character and Theme Organizer	Tragic Hero Investigation
Act 4 questions	Act 3 Character and Theme Organizer	Reading test Acts 3, 4, and 5
Act 5 questions	Act 4 Character and Theme Organizer	
Learning skills and work habits self-assessment	Act 5 Character and Theme Organizer	

Unit 4:

AAL	AFL	AOL
Cornell notes: the hero's journey	Reading questions #1	Media adaptation assignment
Reading Questions #4	Novel Analysis #1	Hero's journey presentation
Reading questions #5	Reading questions #2	
Learning skills and work habits self-assessment	Novel Analysis #2	
	Reading questions #3	
	Novel Analysis #3	
	Novel analysis #4	

Finals

AOL
ISU: Process work, presentation, and creative component.
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 parents, teachers, administration and external educational assessment reports. 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.