

Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: Applied English

Grade Level: 11

Ministry Course Code: ENG3C

Teacher's Name: Glen Darlow

Developed by: Cynthia Cunningham Date: 2001

Revision Date: November 2009

Developed from: The Ontario Curriculum, English, Grade 11 2007

Profile Name: Based on Course Profile, English, Grade 11, Applied (Public)

Text:

Prerequisite: English, Grade 10, Applied

Credits: 1.0

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/rationale

This course emphasizes the development of literacy, critical thinking, and communication skills. Students study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry practices. An important focus is on establishing appropriate voice and using business and technical language with precision and clarity.

Overall Curriculum Expectations

Literature Studies and Reading

- read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on analysing information, ideas, and issues;
- demonstrate an understanding of the elements of a variety of informational and literary forms, with an emphasis on opinion pieces and the novel;
- identify elements of style in a variety of texts, with a focus on how the elements contribute to clear and effective communication.

Writing

- use a variety of print and electronic primary and secondary sources to gather and analyse information and develop ideas for writing;
- select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
- use a variety of organizational structures and patterns to produce coherent and effective written work;
- revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Language - apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice;

- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in oral reports and other presentations.

Media Studies

- use knowledge of the characteristics of media forms, representations, audiences, and industry practices to analyze a variety of media works;
- demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Course Content

<i>Unit</i>	<i>Length</i>
Unit 1: You've Got Mail	22 hours
Unit 2: Speak Your Mind	27 hours
Unit 3: Fiction to Fact	25 hours
Unit 4: Inside/Outside	18 hours
Unit 5: Destinations	18 hours
Total	110 hours

Unit Descriptions

Unit 1: You've Got Mail

Students focus on the various forms of personal and business communication. They read letters used in a fictional context to gain an understanding of the importance of written communication in their private and public life. The use and implications of on-line communication are considered. The culminating activity is a collection of correspondence tied together by a common thread.

Unit 2: Speak Your Mind

Students develop skills in paragraph and essay writing. An *intensive* novel study could take place over the course of the unit. They use research and oral presentation skills to develop a clear stand on an issue. Students use graphic organizers to record and sort information. They gain an understanding of the importance and use of proper documentation techniques. The culminating activity is a five-paragraph essay on an issue of student interest.

Unit 3: Fiction to Fact

Students distinguish fact, opinion, bias, and reliable sources in media and written works. They practise oral language and presentation skills through the creation of an infomercial. Students develop an understanding of the power of language and its use in advertising. The culminating activity is a report on the accuracy of media's portrayal of teenagers.

Unit 4: Inside/Outside

Students gain an understanding and awareness of the contradiction between the external persona and internal self. They consider sources of inspiration in the lives of themselves and others, both real and fictional. The culminating activity is an oral presentation and media work created to illustrate and explain this dichotomy.

Unit 5: Destinations

Students develop an anthology that focuses on a destination (educational investigation, recreational idea, travel plan, business plan, personal goal, career search) and the strategies needed to get there. They set goals, develop an action plan, and identify the barriers and pathways to their destination. Emphasis is on the importance of gathering research from reliable sources, planning, critical thinking, and problem solving. Students consider what can realistically be planned, develop a plan, and identify the importance of having a plan. Subtasks 1 through 4 are devoted to student work on final anthology. The oral presentation is delivered in subtask 5.5. This unit can be part or all of the final 30%.

Teaching/Learning Strategies

Language is best learned through activities that present stimulating ideas, issues, and themes that are meaningful to students. Teachers must use a rich variety of teaching/learning activities in all English programs to accommodate the diverse learning styles of students. They should select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practice.

2. The units and culminating activities in this profile reflect the research on Multiple Intelligences (e.g., *Frames of Mind*, Howard Gardner), which encourages the development of linguistic, mathematical, musical, kinaesthetic, spatial, interpersonal, intrapersonal, and natural intelligences. It is important for students to have access to a variety of opportunities to present what they know according to their talents or intelligences. Such an approach builds on student interests and talent necessary to make English a highly engaging course.

Evaluation

The student's final grade for the course will be determined as outlines in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details		Weighting (%)
Formative (70%)	Knowledge/ Understanding	Clear, Structured Reading, response to reading, comprehension questions		13%
	Thinking/ Inquiry	Students can recognize relevant thematic issues through responses to inquiries, ability to write structured paragraphs showing all three types of sentences, essay, completion of a variety of assignments		19%
	Communication	Regular responses to reading and fulfilment of writing assignments		19%
	Application	Manifesting comprehension and application of themes in a variety of literary formats: accurate response to questions, paragraph and essay writing, speech writing, power point presentation		19%
Summative (30%)	Culminating Activity (15%)	Power Point or Slide Presentation. A Review of one book studied on the course.	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
	Final Exam (15%)	Expected components of the Final English Examination: reflective writing assignments, reading material as well as written pertaining to material studied during the course. Demonstration of skills acquired.	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
TOTAL				100%

Assessment/Evaluation Strategies

Performance

Journals

Speech Writing - for a target audience

Work samples

Discussions

Questions and answers
Vocabulary Building exercises,
Prediction of events in literature
Use of Graphic Organizers
Tests
Written work (essays, reports etc...)

Resources

Fifth World, A Vision of Quest to Heal Mother Earth, *Marya Moryena Wolfman, Wolfclan Productions, 2004-2009*
Brothers in Arms, *Jordan Wheeler, Pemmican Publications, 1989.*
Collins Essential Canadian English Dictionary & Thesaurus, *Harper Collins Publishers 2004.*
Foundations of English 11, *Douglas Hiller & Sue Harper, Harcourt Canada.*
Canadian Dictionary, *Gage Educational Publishing Company, 1997.*
Collins Gage Canadian Intermediate Dictionary, Thomson Nelson 2006.
Transformations, Barry Duncan et al., Harcourt Canada, 1996.

Program Planning

This course is presented online to students in a number of communities. Understanding how to use computers and appropriate learning software is something most students will have become quite familiar with by the time they reach this level. Consideration has been given in planning this course to both the nature of the learner and the medium by which the course is presented.

Special care has been given to the concept of literacy. This is not an idle word nor a characteristic that is attained without diligent effort. To learn to read well, one must read a lot, read with understanding and have opportunity to recognize that literacy has particular ramifications for one's future as well as one's present. To that end, opportunity has been provided for readers to apply ideas encountered in their reading to their individual and community lives.

Students have access to mentors in their individual classrooms who are qualified to assist when difficulties are encountered. Always, the instructor is never more than a telephone call or an email away.