

Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: Grade 11 English,
University Preparation

Grade Level: 11

Ministry Course Code: ENG3U

Teacher's Name: Glen Darlow

Developed by: Glen Darlow Date: September 2009

Revision Date:

Developed from: English, The Ontario Curriculum, Grade 11 and 12, 2007

Profile Name: English, Grade 11, University Preparation, Public

Text:

Prerequisite: English, Grade 10, Academic

Credits: 1

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

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 analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Overall Curriculum Expectations

ORAL COMMUNICATION

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

MEDIA STUDIES

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 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.

WRITING

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
 - use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- 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

READING AND LITERATURE STUDIES

- read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

Course Content

<i>Unit</i>	<i>Length</i>
1. Short Pieces: Form and Method	25 hours
2. Examination of Literary Forms and Issues	28 hours
3. Exploration of Literary Connections	23 hours
4. Short Pieces: Language in Media and Poetry	16 hours
5. Culminating Unit: Pulling it all together	18 hours
Total	110 hours

Unit Descriptions

Unit 1 - Short Pieces: Form and Method

Students review and extend their understanding of literary forms and devices through engagement with a variety of short written and media texts. Students apply their understanding in a variety of writing activities, which provide an opportunity for diagnostic and formative assessment. The teacher uses these activities to plan mini-lessons for necessary language skill improvements. Emphasis is placed on the ability to identify and connect pieces with similar themes. In the final activity of the unit, students produce a polished narrative piece of writing on a chosen theme, and also demonstrate their ability to analyse a sight passage. The introduction of a variety of classics also serves as a brief introduction to the Culminating Unit. The students' investigation of genres and forms ranging from visual art to classic texts provides them with excellent models to build analytical and comparative skills. Research skills and proper MLA bibliographic style are used.

Unit 2- Examination of Literary Forms and Issues

Students use *the novel Frankenstein* as the basis for examination of literary forms and issues. They are introduced to features of the Romantic Movement and develop an understanding of the elements of Gothic as they explore the nature of good, of humanity, of the supernatural, and of ambition. Other genres of the period and key Romantic writers are used to draw comparisons to the author and her work. Literary criticism in its many forms, e.g., video, essay, parody, is used to help students understand the various interpretations of and allusions to the text over the last 180 years. Students also choose one of a set of alternative novels for small group study and through analysis draw parallels and make comparisons to elements of *Frankenstein* and other related literature and media. This leads to the culminating task in which students write a comparative literary essay. Throughout the unit, students are also provided with appropriate opportunities for improving language skills.

Unit 3- Exploration of Literary Connections

In this unit students explore literary connections through a study of *Education is Our Right*. Connections between the play and the material covered earlier in the course are made as students examine the characters in the play, their motivations and actions, and the consequences. Students research the background for the play, as well as focussing on traditional Native themes and traditions: food, manners, music, language, spirituality, costumes and dance. Students explore the use of language and apply their understanding of the social and cultural context for the play.

Unit 4- Short Pieces: Language in Media and Poetry

Students have the opportunity to explore a range of poetry from various periods in English literature representing several poetic styles. They explore the use of language and poetic devices used in current media and the relationship to language used in poetry. Students read and analyse specific poems at poetry stations in small groups, focussing on poetic language. Through an exploration of excerpts from older English writings, students examine the development of the English language and compare it to language found in innovative poetry. Students write their own poetry and create advertisements based on famous poems. The culminating activity is an in-class essay, in which students select a poem and critically examine it focussing on language and poetic devices. Opportunities for language study are continued as needed.

Unit 5- Culminating Unit: Pulling it all together

Students apply the skills and insights they have acquired throughout the course to the study of a novel that is selected independently. This study requires the students to apply the models of analysis studied in Units 1, 2 and 3, and demonstrate this understanding through a portfolio and a presentation. The portfolio (known as the Frankenfolio) is a reflection of the independent research process and includes: Reader's Notes, a resource list, final report, and exploration of theme. The final oral presentation includes a media work.

Teaching/Learning Strategies

Since the over-riding aim of this course is to help students use language skilfully, confidently and flexibly, a wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These include:

Reading various works	Independent Rresearch	Directed Reading Activities
Expository Essay Writing	Direct Instruction	Research Process
Independent Study	Writing Processes	Writing to Learn
Reading Responses in a Frankenfolio	Oral Presentations	Report
Media Analysis	Creative Writing	Expressing Another Point of View
Independent Reading	Guided Internet Research	Guided Writing
Listening Activities	Creative Media Projects	

Evaluation

The student's final grade for the course will be determined as outlined 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	<ul style="list-style-type: none"> ▶ analyse and explain how key elements of the novel and poetic forms influence their meaning ▶ describe how authors use rhetorical and literary devices to enhance the meaning of texts 		13%
	Thinking/ Inquiry	<p>explain the influence of social and historical values and perspectives on texts and the interpretation of texts</p> <p>plan and prepare presentations by researching information and ideas</p>		19%
	Communication	<ul style="list-style-type: none"> ▶ select and use appropriate writing forms for intended purposes and audiences with a focus on essays and on ▶ edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, 		19%
	Application	<ul style="list-style-type: none"> ▶ apply knowledge of essay structure to organize short essays ▶ apply a variety of strategies to extend vocabulary while reading 		19%
Summative (30%)	Culminating Activity	Submission of a Portfolio of Students writing based on their reading, called a Frankenfolio. Presentaiton,involving an oral and media component given to the teacher.	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
	Final Exam	Teacher made questions	Knowledge/ Understanding	3%
			Thinking/	4%

			Communication	4%
			Application	4%
TOTAL				100%

Assessment/Evaluation Strategies

Assessment and Evaluation Strategies of Student Performance:

- ▶ **Assessment** is a systematic process of collecting information or evidence about a student's progress towards meeting the learning expectations. Assessment is embedded in the instructional activities throughout a unit. The expectations for the assessment tasks are clearly articulated and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course. The purpose of assessment is to gather the data or evidence and to provide meaningful feedback to the student about how to improve or sustain the performance in the course. Scaled criteria designed as rubrics are often used to help the student to recognize their level of achievement and to provide guidance on how to achieve the next level. Although assessment information can be gathered from a number of sources (the student himself, the student's course mates, the teacher), evaluation is the responsibility of only the teacher. For evaluation is the process of making a judgment about the assessment information and determining the percentage grade or level.

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course as stated in the course guideline. The evaluations are expressed as a percentage based upon the levels of achievement.

Resources

Frankenstein, The Graphic Novel by Mary Shelley, 2008

The Old Man and the Sea by Ernest Hemingway

Education is Our Right by Drew Hayden Taylor, Fifth House Publishers, 1990

Honour the Sun by Ruby Slipperjack, Pemmican Publications, 1987

Dog Tracks by Ruby Slipperjack, Fifth House Books, 1 Edition, 2008

Transformations, Fiction, Poetry, Non-Fiction, and Drama Brian Duncan et al,
Harcourt Canada

Dictionary

Thesaurus

websites: www.studyguide.org
www.searchlit.org

www.schooldiscoveryeducation.com

Program Planning

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantage of geographic remoteness. Students are presented with 800 minutes of instruction activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as student resources in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.