

**ST. EDMUND CAMPION CATHOLIC SECONDARY SCHOOL
ENGLISH/ELL DEPARTMENT**



COURSE NAME: Grade 11 English
COURSE CODE: ENG 3C1
LEVEL: College
PREREQUISITE: ENG 2P1 or ENG 2D1

COURSE DESCRIPTION

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.

HOW THIS COURSE SUPPORTS THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The English curriculum provides many opportunities for students to fulfill many of the Catholic Graduate expectations in that students and the teacher have moments to share ideas, thoughts, feelings, reactions, dreams, hopes, and prayers. In these moments, the teacher has a monumental opportunity to be both a guide and example of one who shares one's journey of faith. Students will examine representations of the human condition in terms of the overarching themes of Good and Evil, and Appearances. Students use Catholic social teachings to guide their analysis of various texts. This course challenges students to develop their ability to discern a moral conscience within art and literature. By integrating Faith and life experiences, this course explores the roles of practical communication and creative expression in the achievement of the Ontario Catholic School Graduate Expectations.

COURSE CONTENT

Units to be covered in random order based on availability of resources. Media Studies will be thematically linked and integrated throughout all units.

	Unit Title	Approx. Hrs.
Unit 1	Short Fiction and Non Fiction: <i>Passages 11</i> and a variety of resources	20
Unit 2	Novel Study: <i>Feed</i> or <i>Jude</i>	20-25
Unit 3	Drama: <i>Twelfth Night</i> or <i>A Raisin in the Sun</i>	20
Unit 4	Graphic Novel: <u>Batman</u> (teachers who do both <i>Raisin in the Sun</i> and <i>Twelfth Night</i> are not required to complete this unit)	15
	Writing and Grammar: Focus on improving Grammar and Language Usage, and Writing Skills using various resources	Ongoing 30
	Culminating Task	5
	Final Examination: Sight Passage and an Essay	1.5

Resources

Texts are property of St. Edmund Campion Secondary School and the Board of Education. **All resources assigned to students are the responsibility of the student.** Students are expected to return texts to their teachers in the condition which they were received. Damaged and/or lost texts must be replaced through payment in cash to the teacher, or by debit/credit card in the main office. **Payment must be received before additional resources are given to the student.**

Signed: _____
 Date: _____

ASSESSMENT AND EVALUATION

An effective program in English will include a balance of assessment *for* learning and assessment *of* learning tasks.

Evaluation Structure:

Knowledge/Understanding	20%
Thinking	30%
Communication	30%
Application	20%

Student marks will be determined by evaluating process & product in a balanced manner with respect to the four categories.

Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.

Ongoing Assessment and Evaluation	70%
Culminating Activity (15%) and Final Exam (15%)	30%

A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

EVALUATION POLICY

Students will be assessed and evaluated using a variety of methods to measure process work, final products, skills displayed, critical literacy, and metacognition. Tests, quizzes, assignments, presentations, cooperative learning activities and other methods of evaluation will be used at the teacher's discretion. Students who do not submit assignments or do not participate in activities may not provide sufficient data for assessment and evaluation of Ministry Expectations and therefore, will not gain their credit. **Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.**

CATEGORY	BELOW 50%	LEVEL 1: 50-59%	LEVEL 2: 60-69%	LEVEL 3: 70-79%	LEVEL 4: 80-100%
KNOWLEDGE/UNDERSTANDING <ul style="list-style-type: none"> KNOWLEDGE OF CONTENT (TEXT FORMS, LITERARY TERMINOLOGY, ELEMENTS OF STYLE, THEORIES) UNDERSTANDING OF CONTENT (CONCEPTS, IDEAS, FACTS, THEMES) AND ITS SIGNIFICANCE 	INSUFFICIENT ACHIEVEMENT OF CURRICULUM EXPECTATIONS.	A PASSABLE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW THE PROVINCIAL STANDARD.	A MODERATE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW, BUT APPROACHING THE PROVINCIAL STANDARD.	A HIGH LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS AT THE PROVINCIAL STANDARD.	A VERY HIGH TO OUTSTANDING LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS ABOVE THE PROVINCIAL STANDARD.
THINKING <ul style="list-style-type: none"> THE USE OF CRITICAL AND CREATIVE SKILLS, PLANNING SKILLS, AND PROCESSING SKILLS INTERPRETATION, ANALYSIS, PROBLEM SOLVING, CREATIVITY, CRITICAL LITERACY, RESEARCH, ORGANIZATION, AND INFERENCE 					
COMMUNICATION <ul style="list-style-type: none"> COMMUNICATING INFORMATION ORALLY AND IN WRITING THROUGH VARIOUS FORMS ORGANIZATION, USE OF APPROPRIATE CHOICE OF LANGUAGE AND STYLE FOR AUDIENCE AND PURPOSE GRAMMAR, LANGUAGE USAGE, SPELLING, PUNCTUATION 					
APPLICATION <ul style="list-style-type: none"> MAKING CONNECTIONS WITHIN AND BETWEEN CONTEXTS (TO SELF, TO SCHOOL, TO WORLD, TO OTHER TEXTS) APPLYING KNOWLEDGE AND SKILLS IN FAMILIAR AND NEW CONTEXTS WRITING AND REWRITING (USE OF PROCESS) APPLYING THEORIES, CONCEPTS AND TERMS 					

CURRICULUM EXPECTATIONS AND STRANDS IN THE ENGLISH CURRICULUM

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate. The expectations in the compulsory courses of the English curriculum are organized in four broad areas of learning: **Oral Communication, Reading and Literature Studies, Writing, and Media Studies**. Taken together, the Overall and Specific Expectations represent the mandated curriculum.

Oral Communication-is a fundamental means of communication with others and the cornerstone of learning in all areas

OVERALL EXPECTATIONS

- Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 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-requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized

OVERALL EXPECTATIONS

- 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;
- Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- 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-provides students with opportunities to communicate competently using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language – grammar, usage, spelling, and punctuation.

OVERALL EXPECTATIONS

- Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 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;
- 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;
- 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-focuses on the construction of meaning through the combination of several media “languages” – images, sounds, graphics, and words in songs video games, advertising, tv shows, magazines, news articles.

OVERALL EXPECTATIONS

- Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- 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;
- Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 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.