



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

COURSE NAME: Grade 11 English
COURSE CODE: ENG 3E1
LEVEL: Workplace
PREREQUISITE: 2L1; 2P1

COURSE DESCRIPTION

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts, write explanations, letters, and reports, and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of contexts. The course also concentrates on the forms of reading and writing required by those students who need to (re)write the literacy test. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

HOW THIS COURSE SUPPORTS THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

This course follows a pathway that moves from the needs and beliefs of the individual, to the individual's relationship with the community, to the individual's preparation for the changing workplace. Students learn about themselves, work together, improve their literacy, and develop effective citizenship so they can become giving members of a community. Ideally, they develop their self-esteem and improve their interpersonal relationships and social competence. The course aims to assist students in developing loving relationships with God, self, others, and creation. Workplace skills are taught from a Catholic moral and ethical perspective. Students build character as they develop dignity, strive toward greater personal integrity, and create a life/work plan as the course guides them towards fulfillment. In this way, students are challenged to live the words of the prophet Micah: "What God asks of you is only this: to act justly, to love tenderly, and to walk humbly with your God" (Micah 6:8).

COURSE CONTENT

Units to be covered in random order based on availability of resources.

	Unit Title	Approx. Hrs.
Unit 1	Fiction: Short Stories from <i>More Twists and Foundations 11</i>	15
Unit 2	Novel Study: <i>Shooter</i> AND 1 of <i>Tears of a Tiger</i> OR <i>Godless</i>	35
Unit 3	Non-Fiction: Information and Graphic Text from Bold Print Series: <i>Suspense Amazing People</i> and <i>Foundations 11</i>	20
Unit 4	Workplace Foundations: reviewing forms and skills needed in the world of work using a variety of resources	
	Accelerated Reading Program: 10 points needed	On Going
	Improving Written Work, Language Usage and Grammar using a variety of grammar resources	Ongoing
	Culminating Task	5
	Final Examination	1.5

<p>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.</p> <p>Signed: _____ Date: _____</p>	<p align="center">ASSESSMENT AND EVALUATION</p> <p>An effective program in English will include a balance of assessment <i>for</i> learning and assessment <i>of</i> learning tasks.</p> <p>Evaluation Structure: Knowledge/Understanding 25% Thinking 25% Communication 25% Application 25%</p> <p>Student marks will be determined by evaluating process & product in a balanced manner with respect to the four categories.</p> <p>Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.</p> <p>Ongoing Assessment and Evaluation 70% Culminating Activity (15%) and Final Exam (15%) 30%</p> <p>A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.</p>
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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.