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: Anita Locs

Developed by: Glen Darlow   Date: September 2009

Revision Date: September 2017

Developed from: Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 11 and 12, English.* Toronto ON: Queen's Printer for Ontario

Text:

Prerequisite: ENG2D

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)

Approval Date: September 11, 2017

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.

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.

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.

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.

Course Content

Unit	Length
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. **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 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 bibliography 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 focusing 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, focusing 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, focusing 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 reflections of the independent research process and includes: reader's notes, a resource list, a final report, and the exploration of theme. The final oral presentation includes media work.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review, and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and the student.

The units and culminating activities in this profile reflect the research on Multiple Intelligences, which encourages the development of linguistic, mathematical, musical, kinesthetic, 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.

 A variety of strategies will be used in the online delivery of this course. Some instructional strategies include

- reading various works;
- independent study;
- media analysis;
- listening activities;
- writing processes; creative writing; writing to learn; guided writing;
- direct instruction;
- poetry;
- directed reading activities;
- expository essay writing;
- journaling;
- independent reading;
- oral presentation;
- independent research; research process; reports;
- creative media projects;
- expressing another point of view.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics, checklists, and exemplars.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent 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 should be given to more recent evidence of achievement.
- Thirty per cent 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 (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools.* Toronto ON: Queen's Printer for Ontario.

Type of assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	-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	-explain the influence of social and historical values and perspectives on texts and the interpretation of texts. -plan and prepare presentations by researching information and ideas.	19
	Communication	-select and use appropriate writing forms for intended purposes and audiences with a focus on essays and on other forms. -edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English.	19
	Application	-apply knowledge of essay structure to organize short essays -apply a variety of reading strategies to extend vocabulary while reading	19
Final Evaluation (30%)	Culminating Activity (15%) Creation of a Portfolio of student-selected writing based on their reading (*Frankenfolio*). Presentation, involving an oral and media component.	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (15%) Teacher developed questions.	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	**100**

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following
- Work samples
- Discussions
- Media works
- Writing exercises
- Vocabulary/Canadian English writing conventions building exercises
- Ability to see make comparisons across time periods and genres
- Rubrics

Evidence of student achievement is collected from various sources, including the following:
- Ongoing observations of most consistent work, with consideration given to most recent work
- *Frankenfolio* (Portfolio)
- Examinations
- Written work (essays, reports, answers, etc.)

Resources

Duncan, B. (1996). *Transformations: Fiction, poetry, non-fiction and drama*. Toronto: Harcourt Brace Canada.

English: Course profile, grade 11, university preparation ENG3U. (2000). Ontario: Queen's Printer for Ontario.

Hemingway, E. (1952). The old man and the sea. New York: Scribner.

Ontario Ministry of Education. (2010). Growing success: Assessment, evaluation and reporting in Ontario schools. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2017). Indigenous education strategy. Retrieved from http://www.edu.gov.on.ca/eng/aboriginal/

Ontario Ministry of Education. (2016). Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements. Retrieved from http://edu.gov.on.ca/eng/document/policy/os/index.html

Ontario Ministry of Education. (2007). The Ontario curriculum grades 11 and 12: English. Toronto, ON: Queen's Printer for Ontario.

Sanders, J. S., Cobley, J., Shalvey, D., Cardy, J., Nicholson, K., Wiley, T., & Shelley, M. W. (2008). Frankenstein: The graphic novel. Towcester: Classical Comics.

Slipperjack, R. (1987). Honour the sun. Winnipeg:Pemmican.

Slipperjack, R. (2008). Dog tracks: A novel. Calgary: Fifth House.

Taylor, D. H. (1990). Toronto at dreamer's rock: and, Education is our right: Two one act plays. Saskatoon: Fifth House.

Websites:

http://www.studyguide.org

http://www.schooldiscoveryeducation.com

http://www.searchlit.org

Program Planning

This course is offered to Indigenous 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 disadvantages of geographic remoteness.

Students are presented with 1320 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 a student resource 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. Students may also receive support from various programs at KIHS, including the First Nation Student Success Program, and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.