

ENG3U Course Outline	
Name of School	Learning Languages Institute
Department	English
Course Developer	Dr. Lida Hosseini and Mr. Ben Huynh
Course Development Date	August 2008
Course Reviser/Revision Date	Hassan Mirzai
Course Title	English
Grade	11
Course Type	University
Ministry Course Code	ENG3U
Credit Value	1.0
Developed From	The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised); Ministry of Education; Growing Success (2010)
Prerequisite	Grade 10 English, Academic

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 analyze 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

A. ORAL COMMUNICATION

A₁ Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

A₂ Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

A₃ 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.

B. READING AND LITERATURE STUDIES

B₁ Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;

B₂ Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

B₃ Reading with Fluency: use knowledge of words and cueing systems to read fluently;

B₄ 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.

C. WRITING

C₁ Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

C₂ Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

C₃ 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;

C₄ 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.

D. MEDIA STUDIES

D₁ Understanding Media Texts: demonstrate an understanding of a variety of media texts;

D₂ 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;

D₃ Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

D₄ 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.

Course Content

Unit		Length
A. Oral Communication		25 Hours
B. Reading and Literature Studies		30 Hours
C. Writing		30 Hours
D. Media Studies		25Hours
	Total	110 hours

Course Content in the Sequence of Delivery

Unit	Length
<p>Short Stories and Writing Development (Units covered: A,B,C)</p> <p>Students will explore the literary genre of short stories and the elements of literature; plot, setting, character, conflict, and theme. Students will study the works of various authors and learn to analyze and compare themes that appear in each short story. Students also explore the different types of writing and their characteristics; expository, descriptive, narrative, persuasive, and creative.</p>	25 Hours
<p>Novel Study: Romeo and Juliet (A,B, C)</p> <p>Students will extend their understanding of human nature and the nature of tragedy through the study of Romeo and Juliet. Students will focus on the elements of imagery, language constructs and analysis. They will apply their understanding to the characters' motivations, actions, and consequences. Students will also analyze Shakespearean English and the various literary devices used in the play. Students interpret themes of love, jealousy, and prejudice while drawing from their own experiences and previous learning.</p>	30 Hours
<p>Poetry (A, B, C)</p> <p>Students will study various types of poetic devices, as well as the oeuvre of various poets. Students draw upon their knowledge and experience of literary analysis from previous units to examine themes,</p>	25 Hours

symbols, and motifs in poetry and learn to relate it to their personal experience and understanding.	
<p>Media Studies (A,B,C,D)</p> <p>Students will create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques. Students examine films and advertisements throughout the 20th century and analyze the impact they had on society and culture. Students study the correlation between literary and cinematic works and learn to apply various writing and presentation techniques to communicate their learning and understanding.</p>	30 Hours
	Total
110 hours	

Teaching and Learning Strategies

A wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These strategies include, but are not limited to:

- Discussion
- Lecture
- Worksheet
- Independent Study
- Note Making
- Inquiry Process

- Research Process
- Media Presentation
- Brainstorming

Strategies for Assessment and Evaluation of Student Performance

	UNITS	Duration	OVERAL L EXPECTA TIONS	AFL	AAL	AOL	K 25 %	A 25 %	C 25 %	T 25 %
70 %	A	25	A1-A3	Worksheets Discussion Reading Responses	Peer Assessment Discussion Forum Self-Assessment	Creating a Short Story	√	√	√	√
	B	30	B1-B4	Worksheets Discussion Reading Responses	Questionnaire Discussion Forum Self-Assessment	Twitter Assignm ent Soliloquy Assignm ent	√	√	√	√
	C	30	C1-C4	Worksheet Class Discussion	Learning Log	Poetry Analysis	√	√	√	√
	D	25	D1-D4	Worksheets Videos	Reflective Discussion Self-Assessment	Analysis of an Ad	√	√	√	√
30 %			A1-D4	and Final Exam 30% (Written Component)		√	√	√	√	

Program Planning

PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience. Classroom teachers are key educators for a student's literacy and numeracy development. Each student has his or her own unique patterns of learning. Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs. Fairness is not sameness. In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the

provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for their English language development. English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment. Most English language learners in Ontario schools have an age-appropriate proficiency in their first language. Although they need frequent opportunities to use English at school, there are important educational and social

benefits associated with continued development of their first language while they are learning English. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

ANTIDISCRIMINATION EDUCATION

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high standards, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the wider society. It requires schools to adopt measures to provide a safe environment for learning, free from harassment, violence, and expressions of hate. Antidiscrimination education encourages students to think critically about themselves and others in the world around them in order to promote fairness, healthy relationships, and active, responsible citizenship. Schools also have the opportunity to ensure that school-community interaction reflects the diversity in the local community and wider society. Consideration should be given to a variety of strategies for communicating and working with parents and community members from diverse groups, in order to ensure their participation in such school activities as plays, concerts, and teacher interviews. Families new to Canada, who may be unfamiliar with the Ontario school system, or parents of Aboriginal students may

need special outreach and encouragement in order to feel comfortable in their interactions with the school. Antidiscrimination Education in the English Program Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying. Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for students new to Canada to share their knowledge and experiences with others. In addition, in the context of the English program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations.

LITERACY, MATHEMATICAL LITERACY, AND INQUIRY/RESEARCH SKILLS

Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives. The

acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts. Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet. The questioning they practiced in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

THE ROLE OF THE SCHOOL LIBRARY IN THE ENGLISH PROGRAM

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively.

The school library program enables students to: develop a love of reading for learning and for pleasure; acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world; obtain access to programs, resources, and integrated technologies that support all curriculum areas; understand and value the role of public library systems as a resource for lifelong learning. The school library program plays a key role in the development of information literacy and research skills. In collaboration with classroom or content-area teachers, teacher librarians develop, teach, and provide students with authentic information and research tasks that foster learning, including the ability to: locate, select, gather, critically evaluate, create, and communicate information; use the information obtained to solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives; communicate their findings for different audiences, using a variety of formats and technologies; use information and research with understanding, responsibility, and imagination.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and

abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or Internet websites to gain access to museums and archives in Canada and around the world. Students can also use digital cameras and projectors to design and present the results of their research to their classmates. Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. Teachers will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

CAREER EDUCATION

Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practice expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that

literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

Teaching / Learning Resources

1. Romeo and Juliet by William Shakespeare
2. Teacher generated resources
3. Dictionary
4. Growing Success Documents, Ministry of Education, 2010.