



TORONTO WORLD SCHOOL

Course Outline

Department: English

Course Developer: Simon Gallo

Development Date: May 2023

Course Title: English

Grade: 11

Course Type: University Preparation

Course Code: ENG3U

Credit Value: 1.0

Credit Hours: 110 Hours

Revised By: Karie Scollick

Revision Date:

Developed From: The Ontario Curriculum Grade 11 and 12 English 2007 (revised).

Prerequisite: English, Grade 10, University Preparation (ENG2D).

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 a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using critical thinking skills, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course will prepare students for the compulsory Grade 12 university or college preparation course.

OVERALL CURRICULUM EXPECTATIONS

Overall Expectations

ORAL COMMUNICATION

By the end of this course, students will:

1. Listening to Understand: listen to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. 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

By the end of this course, students will:

1. 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;
2. Understanding Form and Style: Recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;
3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;
4. 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

By the end of this course, students will:

1. Develop and Organize Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. 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;

3. 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;
4. 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

By the end of this course, students will:

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
2. 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;
3. Creating Media Texts: Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. 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.

OUTLINE OF COURSE CONTENT

Unit	Title	Time
1	Short Stories This unit will introduce students to the elements of the short story through a varied selection of authors and genres. It incorporates all strands and will focus heavily on reading and literature studies. Students will develop inference-making skills, explore different themes, and use a variety of perspectives to make judgments on the texts.	25 hours
2	Shakespeare Students will study Shakespeare's <i>Hamlet</i> . They will read and watch a production of Hamlet to further develop their inference-making skills and knowledge of themes and critical thinking skills from the first unit.	25 hours
3	The Novel In this unit students will examine a novel in depth, focusing on major themes and issues developed by the author and applying them to the present day. The unit will have components from all strands, targeting essay writing using outlines, descriptive feedback, and multiple drafts, as well as oral and conversational presenting skills via a seminar. The novel studied will be <i>Frankenstein</i> by Mary Shelley.	30 hours

4	Media In this unit, students will study various forms of documentaries and will analyze how their implicit and explicit messages are projected. All strands will be used to complete this unit though oral communication will be highlighted in journal reflections and the creation of students' own documentary trailers. Connections to their personal experiences as well as the use of primary and secondary resources will be encouraged.	25 hours
Final Evaluation	Final Presentation and Media Component Review Written Exam	5 hours

Teaching and Learning Strategies Utilized in this Course:

The strategies used are varied to meet the needs and the range of learning styles encountered and they include the following:

Lecture Work Sheets Homework Independent Reading Independent Study Memorization	Oral Presentation Discussion Read Aloud Note Making Oral Explanation	Computer-Assisted Learning Brainstorming Review Demonstration
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STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product ▪ Journal ▪ Reflections	Student Product ▪ Assignment ▪ Journals ▪ Rough drafts (rubric) ▪ Posters (rubric/scale) ▪ Peer feedback (anecdotal/checklist) ▪ Essays (rubric)	Student Product ▪ Assignment ▪ Journals ▪ Exam ▪ Rough drafts (rubric) ▪ Posters (rubric/scale) ▪ Essays (rubric)

Observation <ul style="list-style-type: none">▪ Self-proofreading (checklist)	Observation <ul style="list-style-type: none">▪ PowerPoint presentations (rubric)▪ Performance tasks (anecdotal/scale)	Observation <ul style="list-style-type: none">▪ PowerPoint presentations (rubric)▪ Performance tasks (anecdotal/scale)
Conversation <ul style="list-style-type: none">▪ Student-teacher conferences (checklist)	Conversation <ul style="list-style-type: none">▪ Student-teacher conferences (checklist)▪ Peer feedback (anecdotal)▪ Peer-editing (anecdotal)	Conversation <ul style="list-style-type: none">▪ Student-teacher conferences (checklist)▪ Question and Answer Session (checklist)▪ Oral Presentation with question and answer session

THE FINAL GRADE:

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English. Term work will be 70% of the overall grade for the course; the evaluation will be 30%.

Percentage of Final Mark	Categories of Mark Breakdown
70% Term Work	Unit 1 7% Short Story Analysis & Plot Graphs STUDENT PRODUCT
	Unit 1 8% Creative Short Story & Analysis STUDENT PRODUCT
	Unit 2 5% Comprehension Questions STUDENT PRODUCT
	Unit 2 7% 5 Paragraph Essay STUDENT PRODUCT
	Unit 3 13% Seminar OBSERVATION [Power Point presentation] CONVERSATION [subsequent student-run class discussion]
	Unit 3 15% Essay STUDENT PRODUCT
Unit 4	

	15% Documentary Trailer OBSERVATION [finished trailer] STUDENT PRODUCT [trailer storyboard]
30% Final Evaluation	10% Film/Album Analysis & Minimalist Poster OBSERVATION [media presentation & Minimalist Poster]
	20% Written Exam STUDENT PRODUCT

Within the 70% term mark and the 30% final mark, the breakdown of the achievement chart categories will be approximately 25% Knowledge/Understanding, Application 25%, Communication 25%, and Thinking/Inquiry 25%.

PROGRAM PLANNING CONSIDERATIONS:

English language learners: As our school can have a multilingual student population, special accommodations will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of English language learners in their classrooms. These strategies include

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, and graphic organizers; attention to the clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible. Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic 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 ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, 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.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Plagiarism/Cheating

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

Missed and Late Assignments Policy

Teachers will make it clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parents/guardians will be informed in a timely fashion via phone call, face-to-face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

RESOURCES

- Short stories:
 - “*The Telltale Heart*” by Edgar Allan Poe
 - “*Ruthless*” by William de Mille

- o “*The Necklace*” by Guy de Maupassant
- o “*The Lottery*” by Shirley Jackson
- o “*Charlie*” by Shirley Jackson
- *Frankenstein* by Mary Shelly
- *Hamlet* (film) by Kenneth Branagh
- *Hamlet* by William Shakespeare
- Documentaries:
 - o *Childhood 2.0 (film)*
 - o *Titanic: Into the Heart of the Wreck (film)*
 - o *History of the Black Death (film)*
- Choice of film or album.

Other helpful Resources:

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition
Covering Grades 1-12

OWL Perdue Online Writing Lab:

- General Writing Help: <http://owl.english.purdue.edu/owl/section/1/>
- MLA Help: <http://owl.english.purdue.edu/owl/resource/747/01/>
- ESL Help: <http://owl.english.purdue.edu/engagement/3/>

Other handouts, documents and online resources will be provided by the teacher.

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will automatically be removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include but are not limited to criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all students' work to determine the appropriateness of computer use. If the TWS online programs are deemed to have been used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant to prevent them from getting into a situation where they may be suspected of inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High-speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high-speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher