

COURSE INFORMATION SHEET

DATE: SUMMER 2020
SECONDARY SCHOOL: COMMUNITY SITE SUMMER SCHOOL
PRINCIPAL: MR. ALEX MAZZUCCO
TEACHERS: Ms. Stephanie Maher
DEPARTMENT: English



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| CURRICULUM POLICY DOCUMENT | | The Ontario Curriculum: Grade 11 and 12 English (2007) | |
| COURSE TITLE | Grade 11 College Preparation | COURSE CODE | ENG 3C |
| | | GRADE & TYPE | 11 College |
| PRE-REQUISITE | Grade 10 Applied | | |
| FULL YEAR / SEMESTER | Summer Semester | CREDIT VALUE | 1.0 |

| COURSE DESCRIPTION |
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| <p>This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literary works from various time periods, countries, and cultures including a specific concentration on Irish Literature; write research reports, summaries, and short analytical essays; complete an independent study project; and explore the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.</p> |

| LISTED IN ORDER OF INSTRUCTIONAL DELIVERY | | |
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| STRAND / UNIT TITLES | HOURS | OVERALL EXPECTATIONS / UNIT DESCRIPTION |
| DRAMA | 30 | Students will undertake an intensive study of drama and investigate the plays <i>The Plough and the Stars</i> by Sean O'Casey. Students will learn examine historical and political context, analyse principle themes and discover each work's role within Irish Literature. This unit will include oral reading, small group performances and a test. |
| NOVELS | 30 | Students will develop their skills in questioning, analyzing, making connections and responding to literature with a focus on the historical context and themes found in the novel <i>Room</i> by Emma Donoghue. Throughout this unit students will have the opportunity to investigate references to Irish history, narrative techniques, symbolism, the development of character and relationships. Students will participate in whole class and small group discussions as they explore relevant connections, analyze quotations and trace themes. As a part of this unit they will write a content test, do an oral presentation, and complete a written assignment. |
| ESSAYS, SHORT STORIES AND POETRY | 20 | Students will study a variety of poetry and prose styles focusing on works from W. B. Yeats, Seamus Heaney, Oscar Wilde and Patrick Kavanagh. The examination of both poetry and prose will explore the relationship between the content of the work (major ideas, arguments, details, themes, message etc) and the various stylistic devices (e.g. Organization, voice, choice of details, imagery, vocabulary, figures of speech etc.) that authors employ to develop their ideas. An examination of sentence styles, structures and other writing tools are included in this unit. A major goal of this unit is to make students more aware of the many options available to all writers, to see the effectiveness of the interaction of these options, and to provide models of writing for students to use. |

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| | | Students will also study a wide selection of short stories by Irish writers of the 20th and 21st centuries, including James Joyce, Frank O'Connor, Mary Lavin and Maeve Kelly Activities include quizzes, oral and silent reading, homework questions, presentations and a creative writing assignment. |
| INDEPENDENT STUDY PROJECT (ISP) | 20 | In this unit, students will generate, gather, and organize ideas and information to write for an intended purpose and audience. Students will draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience. Students will use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively. Students will 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. This unit will culminate with a thematic essay of 1200 words. |

| STUDENT EVALUATION CRITERIA | | | | | |
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| TERM – 70% | | | FINAL – 30% | | FINAL REPORT CARD GRADE CALCULATION – 100% |
| 10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40 | | | RELATIVE EMPHASIS / WEIGHTING | | TERM TOTAL + FINAL TOTAL = REPORT CARD MARK |
| KNOWLEDGE/UNDERSTANDING | 17.5 | | ISP | 20 | |
| INQUIRY/THINKING | 17.5 | | Final Exam | 10 | |
| COMMUNICATION | 17.5 | | | | |
| APPLICATION | 17.5 | | | | |
| TERM TOTAL | 70 | | FINAL TOTAL | 30 | |
| ASSESSMENT FORMAT USED | | | | | |
| WRITTEN | | PERFORMANCE | | OTHER | |
| Tests | | Seminars | | Peer Feedback | |
| Response Writing | | Oral Presentations | | Self-Assessment | |
| Essay Writing | | | | | |

| RESOURCES | |
|----------------------------------|---|
| DRAMA | <i>The Plough and the Stars</i> by Sean O'Casey |
| NOVELS | <i>Room</i> by Emma Donoghue |
| ESSAYS AND POETRY | <i>Irish Experience Anthology</i> |
| INDEPENDENT STUDY PROJECT | Variety of Novels and the <i>Irish Experience Anthology</i> |
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| Policies and Procedures |
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| <p>Notebooks</p> <ul style="list-style-type: none"> Students are responsible for maintaining a neat and up-to-date notebook in a three-ringed binder that is organized into sections. It will be used as an aid for tests, assignments, and examinations. Every student must keep a writing folder that contains all of the process writing and final drafts of writing assignments. <p>Final Assignments</p> <ul style="list-style-type: none"> Final written assignments will not be evaluated without evidence of writing process. <p>Student Responsibilities</p> <ul style="list-style-type: none"> Students must attend class regularly. Absenteeism for any reason severely affects student performance. Upon returning to school after an absence, students are responsible for all work and tests. Homework must be done on a regular basis. A positive contribution to both class discussions and group activities will enhance learning. |

Plagiarism

- A student guilty of plagiarism will receive a zero for that assignment.

LEARNING SKILLS CRITERIA

IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS

E–EXCELLENT

G–GOOD

S–SATISFACTORY

N–NEEDS IMPROVEMENT

| Learning Skills and Work Habits | Sample Behaviours |
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| Responsibility | <p>The student:</p> <ul style="list-style-type: none"> • Fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour. |
| Organization | <p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. |
| Independent Work | <p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision. |
| Collaboration | <p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions. |
| Initiative | <p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others. |
| Self-regulation | <p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges. |

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's Growing Success: Assessment, Evaluation And Reporting in Ontario Schools Document: Page 11.