

## English, Grade 11, College Preparation

**Course Title:** English

**Course Code:** ENG3C

**Grade:** 11

**Course Type:** College Preparation

**Credit Value:** 1.0

**Prerequisites:** ENG2P

**Curriculum Document:** [English, The Ontario Curriculum, Grades 11 and 12, 2007 \(Revised\)](#)

**Course Developer:** Lidia Petrone

**Department:** English

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**Teacher(s):**

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### 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 study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Unit Title and Description	Time Allocated
<p><b>Oral Communication</b></p> <p>This unit will focus on listening, note-taking, and presentation skills, all of which are incredibly important to develop for college, university, and the work place. The themes that tie this unit together are the fertile intersections created when people move and cultures meet. Students will hear inspiring stories of people who have had to start their lives over in new lands, and they will prepare a presentation of your own.</p>	35 Hours
<p><b>Teen Angst</b></p>	50 Hours

<p>In this unit students will the read the classic novel <i>Catcher in the Rye</i> and work on a series of short writing pieces. Students will edit these pieces and publish a presentation.</p> <p>The second module focuses on film. Students will watch <i>Rebel Without a Cause</i> and consider how different the issues faced by the youth in the story are from those faced by the youth of today. Students will also choose a current film that deals with young people, and investigate the representation of youth issues in that film.</p> <p>The final culminating activity for this unit asks students to draw all research and notes together, and write an essay about how youth issues have changed through time, and how they in ways remain the same.</p>	
<p><b>Real World Writing</b></p> <p>This unit will focus on recognizing the elements required to create effective instructions. Students will use critical thinking skills to assess various sets of instructions, and will finish the unit by writing and publishing their own set of "how to" instructions.</p>	23 Hours
<p><b>Final Assessment</b></p> <p>There is a final proctored exam worth 30% of the final grade.</p>	2 Hours

### Overall Curriculum Expectations

#### Oral Communication

1. Listening to Understand: listen in order 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

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 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

1. Developing and Organizing 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

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.

## Resources Required:

This course is entirely online and does not require nor rely on any textbook. The materials required for the course are:

- A smart phone, camera, or similar device to record video and sound,
- A copy of the novel, *Catcher in the Rye* by J.D. Salinger;
- Access to the film: *Rebel Without a Cause*;
- Access to one other film from the following list: *The Breakfast Club*, *New Waterford Girl*, *The Adventures of Sebastian Cole*, *10 Things I Hate About You*, *Ghost World*, or *The Prince of Egypt*

## Teaching and Learning Strategies:

Students are exposed to a variety of genres throughout the course and develop skills to analyse and evaluate the effectiveness of texts which may include poems, short stories,

novels, non-fiction texts, plays, videos, and songs or other media texts from a wide range of cultures and time periods. Students identify and use various strategies including building vocabulary, learning to understand and use features and organization of texts, and developing knowledge of conventions. Throughout the course, students develop into stronger readers, writers, and oral communicators while making connections to the workplace and international events.

Teachers differentiate instruction to meet the diverse learning needs of students. Instructors also use electronic tools, including discussion boards, to assist students in reflecting on their learning and in setting goals for improvement in key areas while developing 21st century skills. These tools facilitate and support the editing and revising process for students as they create texts for different audiences and purposes.

- *Identifying and developing skills and strategies:* through modeling of effective skills, students learn to choose and utilize varied techniques to become effective readers, writers, and oral communicators.
- *Communicating:* several opportunities are provided for students to write and communicate orally.
- *Generating ideas and topics:* teachers encourage students to design their own approaches to the material by maintaining frequent (often daily) online communication with students, by allowing some freedom in how students respond to topics and questions, and by encouraging students' independent thinking through discussion posts.
- *Researching:* various approaches to researching are practiced. Students learn how to cite sources and provide a works cited page at the end of longer assignments using MLA formatting.
- *Thinking critically:* students learn to critically analyze texts and to use implied and stated evidence from texts to support their analyses. Students use their critical thinking skills to identify perspectives in texts, including biases that may be present.
- *Producing published work and making presentations:* students engage in the editing and revising process, including self-revision, peer revision, and teacher revision all of which strengthen texts with the aim to publish or present student work.
- *Reflecting:* through draft opportunities and other elements of the course, students reflect on the learning process, focus on areas for improvement, and make extensions between course content and their personal experiences.

### **Assessment and Evaluation Strategies**

Every student attending Christian Virtual School is unique. We believe each student must have the opportunities to achieve success according to their own interests, abilities, and goals. Like the Ministry of Education, we have defined high expectations and standards for graduation, while introducing a range of options that allow students to learn in ways that suit them best and enable them to earn their diplomas. Christian Virtual School's Assessment, Evaluation, and Reporting Policy is based on seven fundamental principles, as outlined in the [Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools](#) document.

When these seven principles are fully understood and observed by all teachers, they guide the collection of meaningful information that helps inform instructional decisions, promote student engagement, and improve student learning. At Christian Virtual School, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning English, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents or guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to access their own learning, set specific goals, and plan next steps for their learning.

For more information on Christian Virtual School's assessment and evaluation strategies, you can refer to our [Assessment, Evaluation, and Reporting Policy](#).

### **Program Planning Considerations**

Each of our courses have been designed by a team of educators to create an environment infused with creativity, flexibility, choice, and variety, with the goal to help every student succeed. We also take into consideration several topics that span disciplines and ensure we incorporate these into each of our courses.

#### Program Planning Considerations

### **Students with Special Needs**

Christian Virtual School is committed to ensuring that all students are provided with the learning opportunities and supports they require to succeed. Our courses are made to offer flexible, personalized learning experiences. By maintaining an asynchronous model, students can move through their courses at their own pace, ensuring they are able to take the time they need to understand concepts or work with their teacher if they hit roadblocks. Christian Virtual School courses also incorporate choice, allowing students to submit work in a variety of mediums or formats to communicate their ideas.

In addition to the flexibility built into the courses, Christian Virtual School will implement the accommodations that are listed in a student's Individual Education Plan (IEP) that are applicable to the online learning environment. In these cases, the learning expectations will be the same as or similar to the expectations outlined in the curriculum document but supports will be provided to help students achieve those expectations. Common accommodations in the environment are reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and not deducting marks for spelling.

### **English Language Learners**

Although all our courses are only offered in English at this time, Christian Virtual School welcomes students learning the English language. Students do need to meet a baseline proficiency level to access the content, but Christian Virtual School teachers are responsible for helping students develop their English literacy skills no matter the course they are enrolled in.

Upon enrollment, students are asked if they would like to provide information about their English language background, and this information is used by our teachers to help them adjust their instruction and suggest accommodations within the courses. English language learners are encouraged to reach out to their teacher or the Christian Virtual School administration to talk about the accommodation options in their courses so that the appropriate opportunities are given to everyone.

### **Environmental Education**

Christian Virtual School operates with 5 core values: responsibility, perseverance, integrity, compassion, and community. These core values determine our business operations, as well as exemplify what we, as educators, want to instill in our students. Environmental education, among other causes, are important to us as a school and we strive to promote learning about these issues and solutions within our courses. We work to educate students on the environment, its threats, and the importance of sustainability. We also work to inspire students to make an impact within their community and identify an alignment between their passions and the local, or global, needs.

Environmental education is woven throughout our course content, across all disciplines. Depending on the course and subject matter, this education can be subtle or explicit, but the goal is to ensure that students have the opportunity to acquire the knowledge, skills, perspective and practices needed to become an environmentally literate citizen.

### **Equity and Inclusive Education**

Christian Virtual School stands on the belief that every person is unique and, regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, sexual orientation, socio-economic status, or other similar factor, they are to be welcomed, included, accepted, treated fairly, and respected. As a school, we teach students about multiple worldviews, how to identify and acknowledge similarities and differences, and how to communicate with others in an inclusive, kind, loving, and compassionate way.

Diversity is valued at Christian Virtual School, and it is our goal to ensure all members of the community feel safe, comfortable, and accepted. Our courses are written to draw attention to the contributions of men and woman alike, the different perspectives of various cultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, to showcase a wide range of backgrounds and allow all of our students to see themselves reflected in the curriculum.

As a school, we see and recognize the diversity of families, children, and people in the world in need of Christ's love. We work every day to spread the love and acceptance of Christ.

### **Financial Literacy Education**

Whenever possible, Christian Virtual School emphasizes the importance of financial literacy. Making financial decisions has become an increasingly complex task, and students need to have knowledge in many areas and a wide range of skills in order to make informed decisions about financial matters. In addition to the concrete skills of numeracy and finances from a mathematical point of view, students need to develop an understanding of the economic forces and ways in which they can respond to those influences.

Lessons that promote skill building in problem solving, inquiry, research, decision making, reflection, and critical thinking are present throughout Christian Virtual School courses. The goal is to help students acquire the knowledge and skills required to understand their own finances, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices.

### **The Role of Information and Communication Technology**

Technology is rapidly changing, and the requirements for literacy in technology is growing just as quickly. Students entering the workforce are expected to have a firm grasp of information and communication technologies and be skilled their use.

Due to the nature of Christian Virtual School courses, students are exposed to a wide range of technologies to both facilitate and communicate their learning. As a result, students will develop transferable skills through their experience with word processing, information processing, internet research, presentation software, communication tools, and more.

### **Career Education**

Opportunities are present throughout Christian Virtual School courses to explore careers related to the different disciplines and subject areas. Students are exposed to a wide variety of modern careers, fields of study, and employment opportunities.

In addition, teachers are available to help the student prepare for employment in a number of diverse areas. With the help of teachers, students will learn to set and achieve goals and gain experience in making meaningful decisions concerning career choices. The skills, knowledge, and creativity that students acquire through our course are essential for a wide range of careers.

### **Health and Safety**

In order to provide a suitable learning environment for the Christian Virtual School staff and students, it is critical that the courses and the learning environment complies with relevant federal, provincial, and municipal health and safety legislation and by-laws, including, but not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA).

Consideration of students' health and safety is taken when planning activities, investigations, and experiments for our courses to ensure that proper safety precautions are communicated to and attainable for students.