

**SOUTH CARLETON HIGH SCHOOL**

Ottawa-Carleton District School Board

**STUDENT OUTLINE****ENG3C**Grade Eleven English  
College

Credit Value: 1 credit

Hours: 110

Prerequisite: ENG2D or ENG2P

**Course Overview**

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.

By the end of the course, students will:

- read and demonstrate an understanding of a variety of informational and literary texts
- use a variety of sources to gather and analyse information
- select and use appropriate writing forms for a variety of purposes
- use a variety of organizational structures to produce coherent and effective written work
- edit, proofread and revise their work
- apply knowledge of vocabulary and language conventions to read, write and speak effectively
- use listening techniques and oral communication skills to participate in class discussions and more formal activities
- analyse a variety of media works

**Specific Expectations**

<b>Unit Title</b>	<b>Specific Expectations</b> (Please note these are only some of the expectations per unit)	<b>Approximate Timelines</b>
Short stories	<b>1.1</b> read a variety of short, contemporary student and teacher-selected texts from diverse cultures, identifying specific purposes for reading <b>1.2</b> select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts	3 weeks
Novel	<b>1.5</b> extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	4-5 weeks
Media	<b>1.3</b> evaluate how effectively information, ideas, issues, and opinions are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose <b>2.1</b> identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning	ongoing

Second Novel	<b>1.8</b> identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power	4-5 weeks
Business Writing	<b>1.2</b> generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate	1 week
Research Report	<b>1.5</b> determine whether the ideas and information gathered are relevant to the topic, accurate, complete, and appropriately meet the requirements of the writing task <b>2.6</b> revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies	2 weeks
Writing and grammar	<b>3.2</b> build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose <b>3.4</b> use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently	Ongoing

For additional information, please consult the Ontario Curriculum at [www.edu.gov.on.ca/eng/curriculum/secondary/](http://www.edu.gov.on.ca/eng/curriculum/secondary/)

### **Accommodations for Exceptional Students**

The English department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

### **Teaching Strategies**

A variety of instructional methods will be employed ranging from teacher-directed learning to small group collaborative learning. Use of the Library will focus on research skills and information retrieval. Students will be encouraged to make use of computers and the computer lab for written work and word processing.

### **Resources/Textbooks/Technological Integration**

*Strength & Struggle*

*Bifocal*

Various Sources for Short Story Unit

*The Hunger Games*

*Foundations of English, Breaking Through, or Three Way Mirror*

Other resources as chosen by the course teachers

**Texts:** Damaged or missing texts and equipment must be paid for by the student.

**Evaluation**

<b><u>Final Report:</u></b>		
	Term	70%
	Final Exam	<u>30%</u>
		100%
<b><u>Key Evaluation Dates:</u></b>		
English summatives will be due within the school's Summative and Evaluation Period in January and June. Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.		

More information on South Carleton High School's policy on **Assessment and Evaluation** and on **Academic Integrity** can be accessed on our school website.