

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School
Board STUDENT OUTLINE
ENG3UR/4UR
 (Pre) Advanced Placement
 English Literature and
 Composition

Credit Value: 1 credit

110 hours

Course Overview

This course emphasizes the consolidation of the 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 academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Advanced Placement English strongly emphasizes critical thinking skills, reading comprehension and analysis and literary analysis. It uses material from the College Board and students are encouraged to take the College Board exam in May of their grade 12 year. The course is designed specifically to prepare students for the study of humanities in university and as such deals with challenging content and classic/traditional pieces of literature. Students will be required to work through highly intellectual tasks.

It is vital to understand however that while the course utilizes university level tasks, grades will be determined using the SAME parameters as the regular 3U and 4U curriculum. For more information about Advanced Placement English, please visit the College Board website at:

<https://apstudent.collegeboard.org/apcourse/ap-english-literature-and-composition>

By the end of the course, students will be able to:

- read and understand a variety of complex texts
- use a range of organizational structures and patterns to produce unified, coherent, and effective written work
- use a range of primary and secondary sources to gather and assess information and ideas and to develop and refine topics for writing.
- use Standard Canadian English to effectively communicate in both written work and literary discussions
- demonstrate an understanding of the elements of fiction and non-fiction with an emphasis on plays and essays
- understand the context of a work (time, place, purpose, audience, etc.) through analysis of the influence of social, cultural, and economic values and perspectives on the themes and interpretation of texts

Specific Expectations

Unit Title	Specific Expectations (Please note these are only some of the expectations per unit)	Approximate Timelines
Poetry	1.4 make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts	4-5 weeks

Shakespeare and Drama	1.5 extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	4-5 weeks
Novel Study	1.8 identify and analyze the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power	5-6 weeks
Independent Study	1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading	Ongoing
Essays & Short Stories	2.2 establish a distinctive and original voice in their writing, modifying language and tone skillfully and effectively to suit the form, audience, and purpose for writing 2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the	Ongoing
Media	2.1 identify general and specific characteristics of a variety of media forms and demonstrate insight into the way they shape content and create meaning	Ongoing

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

Texts will rotate over a two year period

Year A

Macbeth or Othello

The Great Gatsby

Short Drama

Poetry from the 16th-21st century

Selected Short Stories

Film Study

Archetype Literary Criticism

Literary Criticism

Year B

Hamlet

Heart of Darkness

The Crucible

Poetry from the 16th-21st century

Selected Short Stories

Film Study

Literary Movements

Literary Criticism

Evaluation

Term	70%
Summative	10%
Exam	<u>20%</u>
	100%