

**SOUTH CARLETON HIGH SCHOOL**

Ottawa-Carleton District School Board

**STUDENT OUTLINE****ENG3U**Grade Eleven English  
University

Credit Value: 1 credit

Hours: 110

Prerequisite: ENG2D

**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 analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory grade 12 university or college preparation course.

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

- read and demonstrate an understanding of texts from various periods
- understand elements of fiction and non-fiction, with an emphasis on poetry and the novel
- use a variety of sources to gather and assess information
- select and use appropriate writing forms for different purposes
- use a variety of organizational structures to produce coherent and effective written work
- edit, proofread and revise their written work
- demonstrate an understanding of a variety of media texts
- develop proficient language structures and vocabulary
- use listening techniques and oral communication skills

**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>1.2</b> select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts	2-3 weeks
Novel	<b>1.4</b> make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts	5-6 weeks
Essays	<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 <b>2.7</b> produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations	2-3 weeks
Drama	<b>1.8</b> identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power	5-6 weeks

Poetry	<b>1.6</b> analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements	2 weeks
Media	<b>1.3</b> evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose <b>2.2</b> identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience	Ongoing
Writing and grammar	<b>3.4</b> use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively	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

*Three Day Road*  
*The Catcher in the Rye*  
*The Apprenticeship of Duddy Kravitz*  
*Who Has Seen the Wind*  
*One Flew Over the Cuckoo's Nest*  
*Kit's Law*  
*Macbeth*  
*Elements of English*

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

### Evaluation

<b>Final Report:</b>		
	Term	70%
	Final Exam	<u>30%</u>
		100%
<b>Key Evaluation Dates:</b>		
English summatives and exams 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.