



Insight Academy of Canada

Course Outline

Course Title	English, Grade 11, University Preparation (ENG3U)
Grade	11
Course Type	University
Course Code	ENG3U
Credit Value	1.0
Curriculum Policy Documents	The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised) Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
Prerequisite(s)	English, Grade 10, Academic (ENG2D)

Course Description/Rationale

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.

Overall Curriculum Expectations

A. Oral Communication By the end of the course, students will:	
A1	Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
A2	Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
A3	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.
B. Reading and Literature Studies By the end of the course, students will:	
B1	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;
B2	Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
B3	Reading With Fluency: use knowledge of words and cueing systems to read fluently;
B4	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.
C. Writing By the end of the course, students will:	
C1	Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
C2	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;
C3	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;
C4	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.
D. Media Studies By the end of the course, students will:	
D1	Understanding Media Texts: demonstrate an understanding of a variety of media texts;
D2	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;
D3	Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
D4	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.

Outline of Course Content

Unit No.	Unit Title	Instructional Time	Overall Expectations
1	Non-Fiction & The Essay	25 hours	A1, A2 B1, B2, B3 C1, C2, C3, C4 D3
2	Novel Study: The Great Gatsby	30 hours	A1, A2, A3 B1, B2, B3, B4 C1, C2, C3, C4 D1, D2, D3, D4
3	Shakespeare Study: Macbeth	30 hours	A1, A2 B1, B2, B4 C1, C2, C3, C4 D1

4	Poetry	25 hours	A1, A2, A3 B1, B2, B3 C1, C2, C3 D1
Total Instructional Time		110 HOURS	
5	Final Exam	2 hours	All

Unit Descriptions

The entire course is delivered online. Students will meet twice a week for live conferences with the teacher and other students in the course.

Unit 1: Non-Fiction & The Essay

Through an examination of non-fiction pieces and essays, students will learn about the conventions of non-fiction writing, essay structure, and argumentation. Through brainstorming, discussion posts, and questions, students will examine, analyze and respond to a variety of essays. An essay-writing workshop helps students develop essay-writing skills. Students will learn how to document research, and how to write an effective essay. Learning to document sources in the Modern Languages Association format is a central focus of this unit. The final assessment for this unit is a personal essay.

Overall and Specific Expectations:

A1.1, A1.2, A1.3, A1.4, A1.7, A2.1, A2.2, A2.3
B1.1, B1.2, B1.3, B.1.4, B1.5, B1.6, B1.7, B2.1, B2.2, B2.3, B3.1, B3.2, B3.3
C1.1, C1.2, C1.4, C2.1, C2.2, C2.3, C2.4, C2.6, C2.7, C3.1, C3.3, C3.4, C3.5, C3.7, C4.1, C4.2
D3.4

Unit 2: Novel Study: The Great Gatsby

Students develop skills in textual analysis, questioning, and responding to literature. Learning and applying the elements of literature helps students thoroughly analyse literary themes and tropes in fiction and prepares students for an independent study in grade 12. Chapter questions, discussions, and journals help students prepare to write a literary research essay as the summative assessment of the novel study. In their essays, student explain and highlighting the novels' literature elements – plot, setting, mood, characters, and themes. By viewing a film version of the novel, students also develop media literacy skills.

Overall and Specific Expectations:

A1.2, A1.4, A1.8, A1.9, A2.1, A2.3, A2.3, A2.4, A2.5, A2.7, A3.1, A3.2
B1.1, B1.2, B1.3, B1.4, B1.5, B1.6, B1.7, B1.8, B2.3, B3.1, B3.2, B3.3, B4.1, B4.2
C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.6, C3.1, C3.2, C3.3, C3.4, C3.5, C3.6, C3.7, C4.1
D1.1, D1.2, D1.3, D1.4, D2.1, D2.2, D3.1, D3.2, D3.3, D3.4, D4.1, D4.2

Unit 3: Shakespeare Study: Macbeth

A close look at the conventions of Elizabethan drama helps students develop an appreciation of

the genre. Students are introduced to the role of the tragic hero in literature through an exploration of Shakespeare's central character. Learning activities, such as a guided question, oral commentaries, a collaborative project, and a play / movie review, help students develop critical thinking skills. After having studied Elizabethan drama, students explore how the genre has changed by examining a modern drama. Comparing and contrasting are two main skills developed in this unit.

Overall and Specific Expectations:

A1.1, A1.2, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6
B1.1, B1.2, B1.3, B1.5, B1.6, B1.7, B2.3, B4.2
C1.1, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.3
D1.2

Unit 4: Poetry

By examining a variety of poems, students learn how to appreciate as well as analyse poetry. Learning the nuances of the oral tradition through narrative poetry, ballads, and songs highlights the deep connections people have to storytelling through poetry. By learning poetic terms and applying their knowledge through an examination of several poems, students prepare for an individual timed poetic analysis. Their in-depth analysis of a poem is presented to the class in discussions and oral commentaries.

Overall and Specific Expectations:

A1.2, A1.4, A1.5, A1.6, A1.7, A3.1
B1.1, B1.6, B2.1, B2.2, B2.3, B3.3
C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.6, C3.7
D1.2

Teaching and Learning Strategies

Effective instruction is key to student success and students learn best when they are engaged in a variety of ways of learning. Teachers at Insight Academy of Canada (IAC) provide numerous opportunities and use a variety of instructional, assessment, and evaluation strategies to help students develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The activities offered enable students not only to make connections among these concepts throughout the course but also to relate and apply them to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn and to become lifelong learners.

Each unit of the course contains a Unit Overview, a number of Lessons, and Assignments. Lessons are delivered through the following format.

- **Mind on.** Students are introduced to the content through a variety of exploratory and instructional strategies including watching videos, films, oral discussions, dialogue with peers and reading a variety of texts.
- **Actions.** Students practice and apply their new learning through oral and written responses. Students are actively engaged in their assessment process as they monitor their own learning to determine their next steps and set individual learning goals.
- **Consolidation.** Students are provided opportunities to demonstrate what they have learned through independent practice, reflection assignments, and discussion posts and an exit card.

- Extension Activities. Students study extra lesson resources, complete homework assignment, and response to teacher’s follow-up questions to expand their learning and prepare for unit test.

Along with some of the strategies noted in the assessment and evaluation strategies charts below, teaching and learning strategies will include:

- Activity Based Strategies: Student completes assigned activities reflecting the learning goals of the course
- Cooperative Strategies: Small group learning providing high levels of student engagement and interdependence through discussion posts/student feedback/debates
- Direct Instruction Strategies: Teacher guided instruction on areas for student improvement based on chats, office hours, assignment feedback
- Independent Learning Strategies: Students analyze their own strengths and weaknesses through self-assessment
- Technology and Media Based Applications: Integrating technology into the course when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students.
- Thinking Skills Strategies: Independent generation of best learning practices and characteristics
- Inquiry Research Mode: Detailed steps focused upon using sources properly in own work and through feedback from teacher and peer

<p>Activity Based Strategies</p> <ul style="list-style-type: none"> • Panel discussion • Online videos • Articles • Online research 	<p>Cooperative Strategies</p> <ul style="list-style-type: none"> • Structured Discussion Posts • Peer Commentary • Peer interactive communication • Peer Editing 	<p>Direct Instruction Strategies</p> <ul style="list-style-type: none"> • Lecture • Review • Articles/Videos • Worksheets
<p>Independent Learning Strategies</p> <ul style="list-style-type: none"> • Homework Q&A • Report • Note taking • Discussion Posts • Online Research • Summary Review • Worksheets • Discussions • Online research • Exit Card • Self-assessment 	<p>Technology and Media Based Applications</p> <ul style="list-style-type: none"> • Homework Q&A online submission • Independent Reading • Videos Q&A • Discussion Posts • Online Research 	<p>Thinking Skills Strategies</p> <ul style="list-style-type: none"> • Sharing opinions/offering commentary • Brainstorming • Questionnaires/self-reflection • Problem Solving • Case Study Analysis • Oral Explanation • Applications to current events/real companies of their choice • Self-reflection/time management techniques
<p>Inquiry Research Mode</p> <ul style="list-style-type: none"> • Research Process • Dialogues with Teacher & Peers 		

Strategies for Assessment & Evaluation of Student Performance

Insight Academy of Canada's (IAC) Assessment and Evaluation policy is aligned with the Ministry of Education's Growing Success policy document which outlines the assessment, evaluation, and reporting policies and practices in Ontario schools.

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers will use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), 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 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;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Evaluation and Reporting of Student Achievement

Insight Academy of Canada's (IAC) will use the Provincial Report Card, Grades 9–12, for formal written reports to students and parents two times a semester. The report card provides a record of the student's achievement of the curriculum expectations in the course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for the course, and a credit is granted and recorded for the course in which the student's grade is 50% or higher. The final grade for the course will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

- Thirty per cent of the grade will be based on a final evaluation in the form of an examination and administered at the end of the course.

Assessment and Evaluation Categories and Weights			
Achievement Categories	Percent	Evaluation for Final Grade	Percent
Knowledge/Understanding	25%	Term Work	70%
Inquiry/Thinking	25%		
Communication	25%	Final Evaluation	30%
Application	25%		

Reporting on Demonstrated Learning Skills & Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative & Self-regulation. These learning skills and work habits are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills and work habits in these six areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers use a variety of strategies throughout the course.