



The Bishop Strachan School
Department Name: English

Course Title: English

Grade Level: 11

Ministry Course Code: ENG3U

Teacher's Name: Annette Chiu, Megan Parry

Developed by: Annette Chiu, Megan Parry

Date: June 2005

Revision Date: September 2009

Developed from: The Ontario Curriculum, Grades 11 and 12, English, 2007

Texts: Hacker, D. *Pocket Style Guide*. Bedford St. Martin's 2009

Satrapi, Marjane. *Persepolis: the story of a childhood*. Pantheon, 2003.

Orwell, George. *Nineteen Eighty-Four*. Penguin, 1990.

Orwell, George. *Animal Farm*. Pengun, 1989

Kingsolver, Barbara. *The Poisonwood Bible*. HarperPerennial, 1999.

Prerequisite: ENG 2D

Credits: 1.0

Length: 110 hours

Course Description/Rationale

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.

Overall Curriculum Expectations

Oral Communication (O)

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 (R)

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 (W)

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 (M)

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.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. The individual vs. the system a) Graphic novels: memoir of a survivor <i>MPersepolis</i> b) <i>Nineteen Eighty-Four</i> and <i>Animal Farm</i> c) Persuasion in the contemporary world (Film: <i>The Corporation</i> , print and TV ads, election speeches)	7 22 6				35
2. Personal Writing Unit	10			2	12
3. Contemporary political drama by Canadian Hannah Moscovitch (includes theatre visit and one hour talk by author) (<i>delete</i>) Hill Speaker lecture and writing workshop		2.5			2.5
4. Poetry	12				12
5. Research Skills and Project	13.5			2	15.5
6. Collision of Cultures: <i>The Poisonwood Bible</i>	22			2	24
(Summative 1)	6				6
(Summative 2)			3		3
Total	98	3	3	6	110

Unit Descriptions

Unit 1 The Individual vs. the System

This unit begins with an examination of a graphic novel presented as a memoir of survivor of an oppressive regime, uses a recent film, studies in detail *Nineteen Eighty-Four*, and then surveys the means of persuasion prevalent in the contemporary world. With the graphic novel, besides the thematic connection, there is exposure to and instruction in analysis of an increasingly popular medium, as well as on establishing good norms for academic discussion. **Questions raised include: What qualities characterize survivors of brutality? What is the relationship between image and text?**

The class work on *Nineteen Eighty-Four* is an intensive examination of a modern classic dystopia. Students study the complex vision constructed by Orwell and discuss issues such as: **how can freedom exist in an authoritarian world? To what extent is Winston heroic? Is the criticism that this is a male-centred book valid? How relevant is this book to societies both abroad and at home?** More emphasis falls on the novel's concepts than on its style, although there is examination of narrative voice, use of symbol, repeated motif. The unit includes a test part way through the novel, a creative piece, and the culminating activity is a formal debate.

The unit concludes with an investigation of how persuasion functions in the students' world: in marketing, public relations, and political speeches. Using Orwell's *Animal Farm* as a link to this focus on persuasion, students will hone their close reading skills; students examine a variety of shorter texts in detail as they analyze how language choices are used to target and persuade a particular audience and how logical fallacies may be detected. The method of decoding new texts using the SOAPStone method is taught and students familiarize themselves with rhetorical techniques like emotional appeal, connotation, hyperbole, caricature, rhetorical question, parallelism.

Unit 2 Personal Writing

Using a variety of essays and non-fiction passages students study various methods of essay development (classification, cause and effect, compare and contrast etc.) with an emphasis on comparative writing techniques. Students write drafts of several kinds of essays and then draft and polish a comparison essay of their own, with a topic of their choosing. The unit includes teacher conferences, peer review and instruction on achieving writing marked by clarity and precision.

Unit 3 Contemporary Canadian Fiction

Each year a Canadian author visits the school to speak to Grade 11 and 12 students. A recent novel by this year's visitor, BSS Old Girl Marina Endicott will be read and students will have the opportunity to participate in author-led writing workshops.

Unit 4 Poetry:

The emphasis is on a wide range of short lyric poetry, traditional and contemporary and the goals for the unit are manifold : 1) to learn how to explicate a poem through observation of detail and an understanding of how poetic techniques affect the impact of the poem and establish meaning 2) to provide brief opportunities to develop research skills through a series of guided activities 3) through independent work on poets of the students' choice to provide an opportunity for responding to a poem through creating a media text and 4) to gain a sense of the development of the English language through its use in poetry

Unit 5 Research Project

Narrowing a topic, identifying valuable print and electronic resources, effective note taking, using parenthetical references correctly, assembling an annotated bibliography, learning how to use electronic and print resources to compile an accurate Works Cited page are all skills taught and practised in this course in preparation for the more independent approach expected in ENG 4U. Classroom teacher and teacher librarian work together on this unit. Topics for this project may vary year to year and, while the research notes, the ability to quote meaningfully from sources and the annotated bibliography are always evaluated, the final product may be an essay, a research report, or a media representation.

Unit 6: What happens when cultures collide? *The Poisonwood Bible*

Barbara Kingsolver's *The Poisonwood Bible* deals with issues of American imperialism, African autonomy/cultural identity, and religious fundamentalism. This novel features multiple perspectives with five different narrators telling the story. It provides excellent exposure to a contemporary female novelist, and to current and historical cultural issues. Students are encouraged to make connections with other courses they may be taking like World Issues or Economics. The classroom activities and the written responses in this unit are designed to advance close-reading skills and literary analysis. This unit incorporates opportunities for creative writing, comparative writing, personal journal responses, oral presentations and web-based investigation. The novel is usually the source of the oral part of the summative.

Teaching/Learning Strategies

<input checked="" type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Brainstorming	<input type="checkbox"/> Group critique
<input type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Group work	<input type="checkbox"/> Videotape critique
<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Committee	<input checked="" type="checkbox"/> Self analysis
<input checked="" type="checkbox"/> Structured discussion	<input checked="" type="checkbox"/> Debate	<input checked="" type="checkbox"/> Peer analysis
<input checked="" type="checkbox"/> Practical exercise	<input checked="" type="checkbox"/> Forum	<input type="checkbox"/> Tutor analysis
<input type="checkbox"/> Drill	<input checked="" type="checkbox"/> Panel	<input checked="" type="checkbox"/> Teacher analysis
<input type="checkbox"/> Case study	<input type="checkbox"/> Seminar	<input checked="" type="checkbox"/> Field trip
<input checked="" type="checkbox"/> Role play	<input type="checkbox"/> Symposium	<input type="checkbox"/> Game
<input type="checkbox"/> Algorithm	<input checked="" type="checkbox"/> Listening team	<input checked="" type="checkbox"/> Independent study
<input type="checkbox"/> Discovery	<input checked="" type="checkbox"/> Research project	
<input checked="" type="checkbox"/> Conference	<input type="checkbox"/> Workshop	
<input checked="" type="checkbox"/> Interview		

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Classroom discussion – informal and graded	Teacher anecdotal records
Work sheets	Essays	Conferences	Checklists
Examinations	Oral Presentations	Self evaluation	Rubrics
Exercises	Role playing	Peer evaluation	
Notes	Debates		
Journals	Creative Writing		
	Media Production		

Assessment/Evaluation

Seventy per cent (70%) of the final grade is based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Evaluation Tools
70%	The Individual vs. The System Graphic novel (5 hours)	O1, O2, O3 R1, R2, R3, R4, M1, M2, M4	Early activities of the year are assessed, not evaluated
	<i>Nineteen Eighty-Four</i> (22 hours)	O1,O2,O3 R1,R2, R3, R4 W1, W2, W3	Test
			Creative writing
			Debate
	Contemporary forms of persuasion (6 hours)	O1 R1, R2	Short classroom exercises in close reading
	Personal Writing Unit (12 hours)	R1, R2, W1, W2, W3, W4	Personal Comparative Essay
	Contemporary Drama (5.5 hours)	R1, R2, R3, R4 W1, W2, W3	Review/ Reflection
	Poetry (12 hrs.)	O1, O2, R1, R2, R3, R4 M3, M4	Poetry exercise Media creation
	Research Project (15.5 hrs.)	R1, R2, R3, W1, W2, W3, M3	Notes and Annotated Bibliography
			Research Skills Test
Final product			
Cultural Imperialism: <i>The Poisonwood Bible</i> (23 hrs.)	O1, O2, O3, R1, R2, R3, R4, W1, W2, W3, W4	In class and journal writing	
		Creative Response : written and oral	
30%	Summative: Oral + Written		

Totals	
100%	110 hrs.

Course Resources

Class Texts

Kingsolver, B. *The Poisonwood Bible*; Harper Perennial, 1999.
Orwell G. *Nineteen Eighty-Four*. Penguin, 1990
Orwell G. *Animal Farm*. Penguin, 1989
Satrapi, Marjane. *Persepolis: the story of a childhood*. Pantheon, 2003.
Endicott, Marina. *Open Arms*,
Hacker, Diana. *Pocket Style Guide, 5th ed.* Bedford St. Martin's, 2009.

Other Resources

Models of argumentative and comparative essays: professional and student
Collection of short lyric poems
Posted instructional documents (for instance on comparative writing or note taking)
Past student research reports for critique

Video

Manufacturing Consent: Noam Chomsky and the Media.
McLuban Interview
The Corporation
Wag the Dog
Scanning Television
The Story of English
Excerpts of *Nineteen Eighty-Four* film dir. Michael Radford
Persepolis (animated film)
The Truman Show

Numerous websites including:

www.seas.upenn.edu/~allport/chestnut/intro
www.bbc.co.uk/history/programmes/centurions/orwell
<http://www.zmag.org/chomsky/index.cfm>
www.rhymezone.com
<http://rpo.library.utoronto.ca/display/indexpoet.html>
www.ibiblio.org
www.poets.org

Achievement Chart – English, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, and written forms, including media forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within the discipline; between disciplines; between personal experience and the world outside school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness