

COURSE INFORMATION



DATE: September 2023

SCHOOL: Yeshiva High School of Ottawa

DEPARTMENT HEAD: Mr. Nathan Lawrie

TEACHER: Mr. Nathan Lawrie

DEPARTMENT: General Studies, English and Humanities

CURRICULUM POLICY DOCUMENT		The Ontario Curriculum: Grades 11 and 12 – English (2007, revised)	
COURSE TITLE	English	COURSE CODE	ENG3U
PRE-REQUISITE	English, Grade 10, Academic	GRADE & TYPE	Grade 11 University
FULL YEAR / SEMESTER	Semester	CREDIT VALUE	1.0

COURSE DESCRIPTION

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.

UNIT 1 — Literature Around the World

TIME: 20 HOURS

Students will read a variety of short stories and poetry from countries outside of North America and Europe. Students will consider how various historical contexts, lived experiences, and environments can affect literature and will compare _____ and _____ contrast _____ perspectives.

Example Assignment: Perspective and Culture comparison assignment. Students identify two different perspectives from the short story/ poetry selection and compare and contrast said perspectives.
Dissertation Thesis Assignment: Students must choose their text to pair with one of the course studied texts. Students must write an essay question and short thesis indicating the key themes they wish to explore in their dissertation.

UNIT 2 — Novel Study

TIME: 35 HOURS

Part 1 - Novel Study - Mary Shelley's **Frankenstein**. Students will study the novel Frankenstein with a focus on the Gothic genre, feminist literary theory, and the contrast between the enlightenment and romance.

Example Assignment 1: Students will create 19th Century literary posters of Mary Shelley's Frankenstein which highlight _____ Enlightenment/Romantic _____ perspectives _____ of _____ the _____ novel.
Example Assignment 2: Students will complete a group project to design a website on Mary Shelley's Frankenstein. Students will explore all the studied facets of Frankenstein and incorporate secondary academic sources into the website.

Literature Review Assignment: Students should have determined their chosen text for their dissertation by the end of the previous unit. Students must hand in a literature review of academic work related to their chosen text and their

accompanying course text.

UNIT 3 — Drama and Media **TIME: 20 HOURS**

Part 1 - Drama - **The Crucible**. Students orally perform Arthur Miller’s The Crucible. Students consider various aspects related to theater such as script, stage directions, set use, character.

Example assignment: Students script, design, and create a film trailer which highlights knowledge and understanding of the key studied areas of The Crucible and the students ability to orally and visually communicate these ideas.

Unit 4 - Media **TIME 15 HOUR**

Part 2 - Media - **Life is Beautiful**. Students analyze Roberto Benigni’s Life is Beautiful and consider the relationship between the comic and the tragic. Students will analyse and challenge the portrayal of the rise of Nazism in Italy and the Holocaust in Benigni’s work and compare it other examples of media portrayal of atrocities in both fictional works and factual pieces.

Example assignment: Students will complete a group debate on the following topic: Are there some events which are always inappropriate for fictional representation? Students will be assessed on their oral communication skills including use of persuasive techniques and structured speaking

Summative Assignment **TIME: 20 HOURS**

Example Summative Assignment: Students complete a comparative dissertation using one of the studied texts and a second text of their choosing. The skills necessary to complete the dissertation are interwoven throughout the above units (citation, researching secondary texts, formatting, literature reviews etc). The oral component of the assessment will be completed through a formal question and answer session as part of the dissertation assignment and students will defend their thesis through responding to targetted questions.

STUDENT EVALUATION CRITERIA				
TERM – 70%		FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION
Knowledge/Understanding	25%	Knowledge/Understanding	25%	
Inquiry/Thinking	25%	Inquiry/Thinking	25%	
Communication	25%	COMMUNICATION	25%	
Application	25%	Application	25%	

ASSESSMENT METHODS		
OBSERVATIONS:	CONVERSATIONS:	PRODUCTS:
<ul style="list-style-type: none"> ● Informal presentations ● Reading skills ● Writing process steps (graphic organizers, research notes, outlines, drafts, editing checklists) ● Listening and speaking skills ● Self-assessment ● Records of practice including checklists, anecdotal notes (homework, classroom contributions, metacognition charts, notetaking) 	<ul style="list-style-type: none"> ● Peer feedback / editing ● Group work records ● Conferences (student- teacher, group) ● Classroom contributions ● Composition/ arrangements ● Response Journals 	<ul style="list-style-type: none"> ● Review quizzes ● Unit tests ● Projects ● Oral presentations ● Assignments ● Summative tasks ● Final Examination (30%)

LEARNING SKILLS

Report Cards will include a letter grade for the following Learning Skills:

INDEPENDENT WORK	<p>The student:</p> <ul style="list-style-type: none"> ▪ accomplishes tasks independently ▪ accepts responsibility for accomplishing tasks ▪ follows instructions ▪ regularly completes assignments on time and with care ▪ uses time effectively
COLLABORATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ works willingly and cooperatively with others ▪ listens attentively, without interrupting ▪ takes responsibility for his/her share of the work to be done ▪ helps to motivate others, encouraging them to participate ▪ shows respect for the ideas and opinions of others
ORGANIZATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ organizes work when faced with a number of tasks ▪ devises and follows a coherent plan to complete a task ▪ demonstrates ability to organize and manage information ▪ follows an effective process for inquiry and research
RESPONSIBILITY	<p>The student:</p> <ul style="list-style-type: none"> ▪ completes homework on time and with care ▪ follows directions ▪ shows attention to detail ▪ perseveres with complex projects that require sustained effort ▪ applies effective study practices
INITIATIVE	<p>The student:</p> <ul style="list-style-type: none"> ▪ seeks out new opportunities for learning ▪ seeks necessary and additional information ▪ requires little prompting to complete a task, ▪ approaches new learning situations with confidence and a positive attitude ▪ seeks assistance when needed
SELF-REGULATION	<p>The student:</p> <ul style="list-style-type: none"> ▪ sets individual goals and monitors own progress ▪ seeks clarification or assistance when needed ▪ reflects and assesses critically own strengths, needs and interests ▪ perseveres and makes an effort when responding to challenges

NOTE: The above chart is a reformatting of the skills identified in the Ministry of Education's *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29*.

POLICIES AND PROCEDURES

ATTENDANCE	<p>The Ontario Ministry of Education requires 110 hours of instruction for each course. As such, it is essential for the students to arrive punctually to each class.</p> <p>Students arriving more than ten minutes late will be marked "Late" on their report card.</p> <p>Students who are absent for an acceptable reason (see below) still have to make up the number of hours missed under the supervision of a teacher or the principal according to their availability. It is the student's duty to determine and arrange this supervision, and YHSO does not guarantee teacher's or principal's availability.</p> <p><i>Students who are absent for non-acceptable reasons will forfeit their credit.</i></p> <p>ACCEPTABLE REASONS FOR ABSENCE</p> <ul style="list-style-type: none"> • Medical reason (may require a physician's note)
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	<ul style="list-style-type: none"> • Family trips or special occasions (up to four missed classes per course) <p>Regardless of reason for an absence, if a student misses more than 26 classroom hours they will forfeit their credit.</p>
ASSIGNMENTS	<p>Students are responsible to complete all their assignments and homework on time. Teachers will write all assignments, homework and tests on a classroom board, along with their due dates, but students are accountable to complete these assessments punctually. Assignments handed in late may result in a deduction of marks.</p> <p>Teachers will post all assessments and assignments and their due dates on Google Classroom. Students and their parents will have access to the Google Classroom for their courses.</p>
BEHAVIOUR	<p>Students may not act in any manner that disrupts the education of another, or distracts a teacher. This includes:</p> <ul style="list-style-type: none"> • Excessive noise • Physical disruptions • Eating (unless granted individual permission) • Use of technology not for schoolwork purposes • Acts of disrespect such as name calling, abusive or offensive language or gestures <p>Failure to adhere to these rules will result in disciplinary action as described in the Student Handbook and Course Calendar.</p>
PLAGIARISM	<p>Academic integrity and honesty is expected from every student in Yeshiva High School of Ottawa. We take all instances of suspected dishonesty, plagiarism, or any form of “cheating” very seriously. A student who submits work that is, in whole or in part, plagiarized, will be subject to academic penalties. Repeated infractions may result in the loss of a credit and further disciplinary action. A student who assists another student in academic dishonesty may face academic consequences, including revocation of a credit.</p>