



Immaculata Regional High School

Yearly Course Outline 2015-16

TEACHER: Mr. Bruno Oliveira

SUBJECT: English Language Arts

Grade: 11

IRP Date: 2007

GRADE LEVEL: 11

Grade 11 English Language Arts

OVERVIEW:

The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. Language is fundamental to thinking, learning, and communicating in all cultures. The skilled use of language is associated with many opportunities in life, including further education, work, and social interaction. English Language Arts 11 is designed to provide students with the opportunity to experience the power of language. Furthermore, students will be presented with a window into the past, a complex portrayal of the present, and questions about the future. Lastly, it will provide an opportunity for students to develop their critical and analytical thinking, reading, writing, and listening skills.

GOALS:

It is expected students will:

- comprehend and respond to oral and written language critically, creatively, and articulately
- communicate ideas, information, and feelings critically, creatively, and articulately, using various media
- think critically and creatively, and reflect on and articulate their thinking and learning
- develop a continuously increasing understanding of self and others

COURSE MATERIALS/RESOURCES:

Novels
Short Story Collections
Poetry Selected Collections
Literary Articles
Film
Online Grammar Exercises

ASSESSMENT AND EVALUATION TOOLS:

Orally: Participation in discussions, presentations, quizzes, tests, and oral reports

Written: Novel/short story assignments, poems, creative writing, journals, charts, reports, quizzes, tests, grammar activities, response journals, learning logs, and individual performance reviews

Pictorially: Charts, webs, mind maps, and diagrams

Tools: Assignment completion records, teacher observations, student and peer self-assessments, checklists, rubrics, projects, presentations, quizzes, tests, samples of student work, individual performance reviews, and portfolio assessments.

Content Curriculum Organizers (include timeline)	Prescribed Learning Outcomes It is expected that students will: <i>(please refer to appendices).</i>	Planning for Assessment (teaching strategies/learning activities)	Achievement Indicators with Assessment Strategies
<p>Unit 1- Novel Study</p> <p>approx. 20 hours</p> <p>Text- <i>The Lord of the Flies</i></p> <p>September or February</p>	<p><i>It is expected that students will:</i></p> <p>A. Oral Language (Speaking and Listening) A1, 2, 3, 4, 5, 7, 8, 10, 11, 12</p> <p>B. Reading and Viewing B 1, 2, 4, 5, 6, 7, 8, 9, 10, 11,12,13</p> <p>C. Writing and Representing C 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14</p>	<ol style="list-style-type: none"> 1. Review of novel structures and techniques. 2. Teacher created lessons (based around the TV show <u>SURVIVOR</u>), text-based lessons, teacher-led lecturing, note-taking, and writing responses requiring specific evidence from novel, and providing quotes to support responses. 3. Vocabulary exercises for pre-reading and in context comprehension. 4. Formal essay writing developing the themes of the novel discussed in class. 5. Examining issues of the time period. 6. Active review for unit test (technology). 7. Unit test. 	<p><i>By the end of Grade 11, students who have fully met the Prescribed Learning Outcome are able to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> collaborate with members of a group (e.g., listen and speak respectfully, ask questions, take turns, cooperate, disagree courteously) to achieve a common purpose (e.g., create a visual representation, debate a social issue) <input type="checkbox"/> express opinions and ideas, and encourage the opinions and ideas of others (e.g., encourage participation, acknowledge other perspectives, elicit additional perspectives, build on the ideas of others) <input type="checkbox"/> sustain and enhance discussions through useful, wide-ranging, and insightful contributions (e.g., ask open-ended questions) <input type="checkbox"/> identify the purpose of the text, and the evidence used to support that purpose <input type="checkbox"/> recognize text-specific devices and elements (e.g., irony, thesis statement) <input type="checkbox"/> create ways for group members to achieve task requirements (e.g., flow charts, task and time management charts, achievement and goal rubrics) <input type="checkbox"/> prepare visual aids, materials, and equipment for presentations <input type="checkbox"/> explain predictions (e.g., how reached, evidence) <input type="checkbox"/> use examples beyond the text when making connections (e.g., text-to-text, text-to-self, text-to-world) <input type="checkbox"/> consider and suggest a main idea or theme and provide support

			<ul style="list-style-type: none"> <input type="checkbox"/> ask questions that deepen personal response (e.g., “What is influencing my reaction?” “Would others feel this way?” “What are other ways I could be feeling about this?”) <input type="checkbox"/> demonstrate listening to oral texts to express a personal response through a variety of modes (e.g., journal, speech, drama, poetry, visual representation, multimedia, song) <input type="checkbox"/> generate questions to enhance understanding, explore possibilities, and lead to further inquiry <input type="checkbox"/> present and defend alternative viewpoints <input type="checkbox"/> evaluate speaking and listening through meaningful self-assessment (e.g., “I effectively incorporated technology in my presentation,” “I overreacted to...,” “I listened for other perspectives.”) <input type="checkbox"/> in formal situations (oral presentations), speak with clarity, appropriate pace, timing, and volume, and with some purposeful inflection <input type="checkbox"/> make and explain inferences about the text <input type="checkbox"/> make judgments about accuracy of information in texts <input type="checkbox"/> track and/or describe independent reading (e.g., home reading logs, literary journals, book reviews, partner talk) <input type="checkbox"/> sort and categorize vocabulary/key terms/images provided <input type="checkbox"/> share, record, and revise questions and inferences <input type="checkbox"/> compare the ideas expressed in the text to ideas from other sources (e.g., prior knowledge, partner talk, class discussions, secondary texts, media sources) <input type="checkbox"/> express opinions and judgments regarding a text supported by reasons, explanations, and evidence <input type="checkbox"/> examine the influence and importance of
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			<p>historical and social factors such as gender, class, and era on text/author</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider developments extending beyond the text (e.g., apply perspective in different contexts) <input type="checkbox"/> generate and select criteria for reading and viewing material (checklists, rubrics, etc). <input type="checkbox"/> describe how the author's use of language contributes to understanding <input type="checkbox"/> identify words that an author may have chosen for a particular effect (e.g., multiple meanings to create ambiguity) <input type="checkbox"/> experiment with various forms of personal writing, including impromptu, to explore ideas, feelings, and opinions (e.g., experiment with various views and voices) <input type="checkbox"/> modify language in relation to the needs and interests of the audience <input type="checkbox"/> write purposeful, creative texts that have an impact on audience <input type="checkbox"/> select visual/artistic devices and forms to create impact and enhance communication <input type="checkbox"/> generate class criteria for writing and representing (e.g., variety of sentence types and lengths, elements specific to genre and/or form) <input type="checkbox"/> refer to self-generated, class, school, and provincial criteria <input type="checkbox"/> attend to presentation details appropriate to medium (e.g., legibility, visual impact, spatial organization) <input type="checkbox"/> express opinions regarding a text supported by reasons, explanations, and evidence <input type="checkbox"/> describe the influence and importance of historical and social factors <input type="checkbox"/> integrate new information into existing knowledge and beliefs
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			<p>(e.g., recognize legitimacy and shortcomings of concepts and beliefs;)</p> <p><input type="checkbox"/> periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...”)</p> <p>Diction:</p> <p><input type="checkbox"/> apply increasingly sophisticated vocabulary</p> <p><input type="checkbox"/> use clear language and content words effectively</p> <p><input type="checkbox"/> demonstrate increasing specificity of language</p> <p><input type="checkbox"/> experiment with word choice and phrasing based on audience and purpose (e.g., developmentally appropriate language for a grade 11 novel)</p> <p>Punctuation/Capitalization/Spelling:</p> <p><input type="checkbox"/> use standard punctuation, including commas, semi-colons, and quotation marks, and capitalization to communicate clearly</p> <p><input type="checkbox"/> use punctuation and capitalization correctly in special situations, including direct quotations, scripts, dialogue, and poetry</p> <p><input type="checkbox"/> employ knowledge of spelling rules and word patterns to correct spelling errors</p> <p><input type="checkbox"/> use reference materials to confirm spellings and to solve spelling problems when editing (e.g., dictionaries, spell-checkers, personal word list)</p>
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Content Curriculum Organizers (include timeline)	Prescribed Learning Outcomes It is expected that students will: <i>(please refer to appendices)</i>	Planning for Assessment (teaching strategies/learning activities)	Achievement Indicators with Assessment Strategies
<p>Unit 2- Poetry</p> <p>approx. 12 hours class time</p> <p>Text- teacher generated poetry collection</p> <p>October or March</p>	<p><i>It is expected that students will:</i></p> <p>A. Oral Language (Speaking and Listening) A1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12</p> <p>B. Reading and Viewing B 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12,13</p> <p>C. Writing and Representing C 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>	<ol style="list-style-type: none"> 1. Review of terms and structures-defining, recognizing and creating. 2. Analyzing poems for terms, structures, and theme using journal response format. 3. Creation of various poetic pieces. 4. Writing and polishing of poetry samples using examples of terms, techniques, and aspects of structures covered in the unit. 5. Active review for unit test (technology). 6. Unit test. 	<ul style="list-style-type: none"> <input type="checkbox"/> express opinions and ideas, and encourage the opinions and ideas of others <input type="checkbox"/> modify language, ideas, and information in relation to the needs and interests of the audience <input type="checkbox"/> present ideas, information, and emotions in an engaging and relevant way (e.g., anecdote, dramatization) <input type="checkbox"/> make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, rhetorical devices, consistent tone) <input type="checkbox"/> identify and explain possible bias (e.g., “The author wrote this during World War I so...”) <input type="checkbox"/> elicit and examine different points of view (e.g., brainstorm non-represented perspectives) <input type="checkbox"/> compare and select relevant ideas and information <input type="checkbox"/> use props, diagrams, computer presentations, and artifacts to enhance delivery <input type="checkbox"/> consider and suggest a main idea or theme and provide support <input type="checkbox"/> explain the historical, cultural, and political influences on the text (e.g., “This belief has been part of many First Nations cultures since...”) <input type="checkbox"/> explain how historical, social, and political factors influence ideas in the text <input type="checkbox"/> evaluate speaking and listening through meaningful self-assessment (e.g., “I effectively incorporated technology in my presentation,” “I overreacted to...,” “I listened for other perspectives.”) <input type="checkbox"/> identify and use some typical text structures

			<p>(e.g., quatrain, counterargument) and rhetorical devices (e.g., repetition, questions) to shape meaning in texts</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify how elements of poetry (imagery, sound devices, figurative language, tone, form, rhythm) contribute to the construction of meaning <input type="checkbox"/> paraphrase main ideas <input type="checkbox"/> compare information from a variety of visual and/or non-visual texts on the same topic <input type="checkbox"/> use knowledge of genre and text structure to improve fluency and expression when reading aloud <input type="checkbox"/> revise or generate a graphic organizer based on the purpose for reading (e.g., for collecting ideas) <input type="checkbox"/> identify when meaning-making is breaking down and apply appropriate strategies to make sense of the text <input type="checkbox"/> discuss elements of style used by the author (e.g., use of diction) <input type="checkbox"/> express opinions and judgments regarding a text supported by reasons, explanations, and evidence <input type="checkbox"/> identify more than one voice or perspective in a text <input type="checkbox"/> consider shifts in meaning based on different contexts (e.g., examine how gender or culture influence authors' positions on an issue) <input type="checkbox"/> demonstrate understanding of strategies available to increase success in reading and viewing <input type="checkbox"/> explain how literary devices contribute to understanding (e.g., an allusion adds layers of meaning to the topic) <input type="checkbox"/> use newly acquired vocabulary in their speaking and writing experiences <input type="checkbox"/> experiment with various forms of personal writing, including impromptu, to explore ideas, feelings, and opinions
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			<ul style="list-style-type: none"> <input type="checkbox"/> present ideas and information in a purposeful and relevant way <input type="checkbox"/> craft figurative language to enhance meaning and emotion <input type="checkbox"/> select visual/artistic devices and forms to create impact and enhance communication <input type="checkbox"/> generate class criteria for writing and representing (e.g., variety of sentence types and lengths, elements specific to genre and/or form) <input type="checkbox"/> consult a variety of texts for ideas and information and as models <input type="checkbox"/> accept and incorporate some revision suggestions from peers and teacher (e.g., more descriptive language, add detail to illustration) <input type="checkbox"/> respond in various forms (e.g., written, visual, kinesthetic, electronic) <input type="checkbox"/> critique the author's logic and quality of evidence <input type="checkbox"/> develop extensions or revisions of texts <input type="checkbox"/> generate and select criteria specific to writing tasks <input type="checkbox"/> use descriptive/sensory details to enhance/refine ideas <input type="checkbox"/> create effective images through figurative and evocative language <input type="checkbox"/> incorporate literary devices to enhance meaning <input type="checkbox"/> follow "rules" of a specific form or genre to match the writing task <input type="checkbox"/> integrate visual/artistic devices and language to develop meaning <input type="checkbox"/> use punctuation and capitalization correctly in special situations
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Content Curriculum Organizers (include timeline)	Prescribed Learning Outcomes It is expected that students will: <i>(please refer to appendices)</i>	Planning for Assessment (teaching strategies/learning activities)	Achievement Indicators with Assessment Strategies
<p>Unit 3- Short Stories</p> <p>approx. 14 hours class time</p> <p>Text- teacher generated short story collection</p> <p>October or March</p>	<p><i>It is expected that students will:</i></p> <p>A. Oral Language (Speaking and Listening) A1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>B. Reading and Viewing B 1, 2, 4, 5, 6, 7, 8, 9, 10, 11,12,13</p> <p>C. Writing and Representing C 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>	<ol style="list-style-type: none"> 1. Review of terms and structures-defining, recognizing, and creating. 2. Examination and analyzing stories for terms, structures, and theme. 3. Writing of themes found in both stories read as well as in classroom discussion. 4. Creative writing exercise: animated comic strip. Digital creation of a short story using examples of terms and aspects used and covered in the unit. 5. Active review for unit test (technology). 6. Unit test. 	<ul style="list-style-type: none"> <input type="checkbox"/> express opinions and ideas, and encourage the opinions and ideas of others (e.g., encourage participation, acknowledge other perspectives, elicit additional perspectives, build on the ideas of others) <input type="checkbox"/> provide clear organizational cues when presenting or discussing (e.g., summarize previous points) <input type="checkbox"/> make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, rhetorical devices, consistent tone) <input type="checkbox"/> elicit and examine different points of view (e.g., brainstorm non-represented perspectives) <input type="checkbox"/> organize information around key ideas or questions <input type="checkbox"/> use organizational and memory prompts to aid effective delivery (e.g., notes, index cards, outlines) <input type="checkbox"/> explain predictions (e.g., how reached, evidence) <input type="checkbox"/> give reasons for personal opinion using evidence from the text <input type="checkbox"/> identify words, elements, and techniques that influence the audience's feelings and attitudes (e.g., sound devices, imagery, suspense, dialogue, character) <input type="checkbox"/> compile, compare, and build on the ideas of others and voice new understandings (e.g., present multiple interpretations) <input type="checkbox"/> revise goals after rehearsal with peers and/or audience <input type="checkbox"/> when listening, identify when a speaker's gestures, body language, or emphasis suggests

		<p>important information</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify how elements of prose forms (e.g., setting, plot, character, tone, and theme) influence each other (e.g., elements of setting develop atmosphere, plot events contribute to theme, surprise ending may contribute to tone) <input type="checkbox"/> support inferences or interpretations with specific evidence from the text <input type="checkbox"/> describe text, author, and/or genre preferences <input type="checkbox"/> revise or generate a graphic organizer based on the purpose for reading (e.g., for collecting ideas) <input type="checkbox"/> make notes using multiple levels of hierarchy (e.g., outlines, mind maps, critical timelines) <input type="checkbox"/> generate and integrate new ideas (e.g., suggest an alternative approach; articulate personal change; based on new understanding/information, suggest what is missing in other texts) <input type="checkbox"/> show how personal context affects response to a text <input type="checkbox"/> identify more than one voice or perspective in a text <input type="checkbox"/> integrate new information into existing knowledge and beliefs <input type="checkbox"/> demonstrate understanding of strategies available to increase success in reading and viewing <input type="checkbox"/> explain the function of non-fiction elements (e.g., conclusion supports or refutes the hypothesis) <input type="checkbox"/> explain analogies, analysing specific comparisons and/or inferences <input type="checkbox"/> remember and recall relevant details from texts and prior experiences <input type="checkbox"/> write texts that consider and examine diverse perspectives <input type="checkbox"/> write purposeful, creative texts that have an impact on audience
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		<ul style="list-style-type: none"> <input type="checkbox"/> select visual/artistic devices and forms to create impact and enhance communication <input type="checkbox"/> examine models of the genre and form, and identify and analyse <p>Characteristics</p> <ul style="list-style-type: none"> <input type="checkbox"/> compose and share work in progress (e.g., peer and teacher conferences, PQP) <input type="checkbox"/> edit and proofread for clarity, spelling, and punctuation, and overall appearance <input type="checkbox"/> use vocabulary that expresses a depth and range of response <input type="checkbox"/> identify missing perspectives <input type="checkbox"/> consider shifts in meaning based on different contexts (e.g., examine how gender or culture influence authors' positions on an issue) <input type="checkbox"/> identify strengths and areas for growth as authors using vocabulary from class-developed and/or other criteria <p>Point of View:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporate appropriate register based on audience and purpose <input type="checkbox"/> maintain consistent tone <input type="checkbox"/> maintain a consistent point of view <input type="checkbox"/> reveal individual perspective when representing (e.g., sculpture suggests personal interpretation of a poem) <input type="checkbox"/> experiment with alternative points of view (e.g., dual narrators) <input type="checkbox"/> integrate visual/artistic devices and language to develop <p>Meaning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use active and passive voice to suit purpose and audience
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Content Curriculum Organizers (include timeline)	Prescribed Learning Outcomes It is expected that students will: <i>(please refer to appendices)</i>	Planning for Assessment (teaching strategies/learning activities)	Achievement Indicators with Assessment Strategies
<p>Unit 4- Multi-Media/Advertising</p> <p>approx. 20 hours class time</p> <p>Text- teacher generated collection</p> <p>October-November or April</p>	<p><i>It is expected that students will:</i></p> <p>A. Oral Language (Speaking and Listening) A1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12</p> <p>B. Reading and Viewing B1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</p> <p>C. Writing and Representing C1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>	<ol style="list-style-type: none"> History of Media (Digital)/Advertising, propaganda, and effects on youth. Discussion, note taking, writing responses requiring specific information for assignments and projects. Watching video as visual representation of ideas expressed in the media/advertising world. Examining issues of the time period. 	<ul style="list-style-type: none"> <input type="checkbox"/> express opinions and ideas, and encourage the opinions and ideas of others <input type="checkbox"/> provide clear organizational cues when presenting or discussing (e.g., summarize previous points) <input type="checkbox"/> relate what is heard to contextual references or sources (e.g., suggest ideological influences) <input type="checkbox"/> elicit and examine different points of view (e.g., brainstorm non-represented perspectives) <input type="checkbox"/> organize information around key ideas or questions <input type="checkbox"/> monitor listeners' reactions (e.g., solicit questions or feedback) and make adjustments accordingly (e.g., use humour) <input type="checkbox"/> distinguish between fact and opinion <input type="checkbox"/> give reasons for personal opinion using evidence from the text (e.g., "The argument in the presentation was ineffective because...") <input type="checkbox"/> trace instances of bias and distortion and provide plausible alternatives for a more balanced perspective <input type="checkbox"/> periodically review goals and assess progress (e.g., "I'm getting better at...", "I need to continue to work on...") <input type="checkbox"/> when listening, identify when a speaker's gestures, body language, or emphasis suggests important information <input type="checkbox"/> make and explain inferences about the text <input type="checkbox"/> use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information <input type="checkbox"/> make inferences about visual text and about

			<p>material that is implicit or absent (e.g., inclusion or exclusion of sensationalist images; use of stereotype)</p> <p><input type="checkbox"/> select texts based on personal interest or topic of study (e.g., preview table of contents, choose by genre and/or author, choose resource from a text set)</p> <p><input type="checkbox"/> use a variety of alternative sources to locate information and expand background knowledge about the topic (e.g., encyclopedia, Internet, books, articles)</p> <p><input type="checkbox"/> identify when meaning-making is breaking down and apply appropriate strategies to make sense of the text</p> <p><input type="checkbox"/> compare the ideas expressed in the text to ideas from other sources (e.g., prior knowledge, partner talk, class discussions, secondary texts, media sources)</p> <p><input type="checkbox"/> describe and discuss emotions evoked by a text supported by reasons, questions, explanations, and evidence</p> <p><input type="checkbox"/> evaluate assumptions or contradictions within and among texts</p> <p><input type="checkbox"/> juxtapose and merge related ideas (e.g., compare and contrast use of atmosphere/context across multiple texts)</p> <p><input type="checkbox"/> contribute relevant ideas and opinions to discussions about effective reading and viewing</p> <p><input type="checkbox"/> explain the function of visual/artistic devices (e.g., diagrams provide illustrative examples)</p> <p><input type="checkbox"/> identify overused words and phrases (e.g., jargon, clichés, idioms)</p> <p><input type="checkbox"/> reflect on and respond to a topic/issue/theme to develop an opinion</p> <p><input type="checkbox"/> coherently develop an opinion or argument</p> <p><input type="checkbox"/> relate ideas, feelings, insights, and personal views through sustained writing</p> <p><input type="checkbox"/> create representations that convey information</p>
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			<p>and/or emotion for a specific purpose and audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> record sources for citation during research and note taking <input type="checkbox"/> revise drafts (e.g., experimenting with paragraph order, more engaging introduction, and effective conclusion) <input type="checkbox"/> reconsider or review for specific features or established criteria (e.g., supporting details, sentence variety, effectiveness of visual elements) <input type="checkbox"/> express opinions regarding a text supported by reasons, explanations, and evidence (e.g., Student writes, “I found the film version smoothed over the tension between...”) <input type="checkbox"/> identify and describe contradictions <input type="checkbox"/> use key ideas and relevant details from texts to create representations/responses <input type="checkbox"/> generate and select criteria specific to writing tasks <p>Visual/Artistic Devices:</p> <ul style="list-style-type: none"> <input type="checkbox"/> choose a form appropriate to purpose <input type="checkbox"/> show attention to detail and some mastery of form <input type="checkbox"/> integrate visual elements and language to develop meaning (e.g., background/foreground, musical motif) <input type="checkbox"/> include visual/artistic devices when appropriate (e.g., labels, colour, space) clearly and effectively to enhance meaning <input type="checkbox"/> cite research information, ideas, and quotations in a consistent and ethical manner, according to acceptable research methodology
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Content Curriculum Organizers (include timeline)	Prescribed Learning Outcomes It is expected that students will: <i>(please refer to appendices)</i>	Planning for Assessment (teaching strategies/learning activities)	Achievement Indicators with Assessment Strategies
<p>Unit 5- Mythology</p> <p>approx. 20 hours class time</p> <p>Text- teacher generated collection</p> <p>December-January or May-June</p>	<p><i>It is expected that students will:</i></p> <p>A. Oral Language (Speaking and Listening) A1, 2, 3, 4, 5, 7, 8, 10, 11, 12</p> <p>B. Reading and Viewing B 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12,13</p> <p>C. Writing and Representing C 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14</p>	<ol style="list-style-type: none"> 1. History and background of Ancient Greek and Various Myths, and their lasting effects on society. 2. Discussion, note taking, writing responses requiring specific information for assignments and projects. 3. Watching video as visual representation of ideas expressed in different myths. 4. Examining issues of the time period. 5. Creative writing exercise: using template to uncover knowledge from Ancient Greek Mythology. 6. Active review for unit test (technology). 7. Unit test. 	<ul style="list-style-type: none"> <input type="checkbox"/> collaborate with members of a group (e.g., listen and speak respectfully, ask questions, take turns, cooperate, disagree courteously) to achieve a common purpose (e.g., create a visual representation, debate a social issue) <input type="checkbox"/> articulate the purpose for speaking <input type="checkbox"/> identify persuasive techniques <input type="checkbox"/> create and follow classroom guidelines for interacting (e.g., listen and speak respectfully, cooperate, critically examine ideas) <input type="checkbox"/> seek out and act on suggestions of others <input type="checkbox"/> consider and suggest a main idea or theme and provide support <input type="checkbox"/> form inferences that connect experiences and perceptions to the text <input type="checkbox"/> apply a newly acquired idea, piece of information, or strategy to a new situation or task <input type="checkbox"/> contribute relevant ideas and opinions to discussions about effective speaking and listening <input type="checkbox"/> in formal situations, speak with clarity, appropriate pace, timing, and volume, and with some purposeful inflection <input type="checkbox"/> make and support connections between the text and personal experience <input type="checkbox"/> indicate purposes for re-reading (e.g., “I need to verify...”) <input type="checkbox"/> make reasoned judgments about visual texts <input type="checkbox"/> talk about independent reading as an enjoyable and shared experience <input type="checkbox"/> state and support predictions based on prior

			<p>knowledge and preview of the text</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe, sketch, or use graphic organizers to record mental images <input type="checkbox"/> generate and communicate questions related to and going beyond the text <input type="checkbox"/> make and explain comparisons between a text and own ideas, beliefs, experiences, and feelings (e.g., “When I had an experience like that, my reactions were...”) <input type="checkbox"/> use evidence from other texts to support interpretations <input type="checkbox"/> integrate new information into existing knowledge and beliefs <input type="checkbox"/> contribute relevant ideas and opinions to discussions about effective reading and viewing <input type="checkbox"/> explain the function of non-fiction elements (e.g., conclusion supports or refutes the hypothesis) <input type="checkbox"/> apply knowledge of word origins (e.g., German and French root words) and word relationships (e.g., word families) to determine meaning <input type="checkbox"/> remember and recall relevant details from texts and prior experiences <input type="checkbox"/> write texts that consider and examine diverse perspectives <input type="checkbox"/> develop ideas and emotions indirectly (e.g., dialogue, showing characters through their actions) <input type="checkbox"/> demonstrate imaginative connections to personal feelings, experiences, and opinions <input type="checkbox"/> conceptualize the final product and plan the steps to achieve it <input type="checkbox"/> consult a variety of texts for ideas and information and as models <input type="checkbox"/> attend to presentation details appropriate to medium (e.g., legibility, visual impact, spatial organization)
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			<ul style="list-style-type: none"><input type="checkbox"/> respond in various forms (e.g., written, visual, kinesthetic, electronic)<input type="checkbox"/> critique the author's logic and quality of evidence<input type="checkbox"/> integrate new information into existing knowledge and beliefs<input type="checkbox"/> contribute relevant ideas and opinions to discussions about effective writing and representing<input type="checkbox"/> experiment with word choice and phrasing based on audience and purpose
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Content Curriculum Organizers (include timeline)	Prescribed Learning Outcomes It is expected that students will: <i>(please refer to appendices)</i>	Planning for Assessment (teaching strategies/learning activities)	Achievement Indicators with Assessment Strategies
<p>Unit 6- Grammar</p> <p>approx. 12 hours</p> <p>text –<u>Online Grammar</u></p> <p>*Ongoing throughout year</p>	<p><i>It is expected that students will:</i></p> <p>A. Oral Language <i>(Speaking and Listening)</i> A1, 2, 4, 5, 7, 8, 11,12</p> <p>B. Reading and Viewing B 6, 7, 11,13</p> <p>C. Writing and Representing C 8, 14</p>	<p>1. Various workbook and online exercises dealing with proper grammar, writing structure, and format.</p> <p>2. Assignments and tests given to students to check for comprehension and usage of aspect covered.</p> <p>3. Building on grammar and sentence structure skills: includes addressing aspects of grammar, sentence structure, and reading and writing strategies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> express opinions and ideas, and encourage the opinions and ideas of others <input type="checkbox"/> provide clear organizational cues when presenting or discussing (e.g., summarize previous points) <input type="checkbox"/> ask questions to clarify views or ideas of others <input type="checkbox"/> describe varying perspectives related to the topic <input type="checkbox"/> identify and restate important points (e.g., paraphrase, diagram) <input type="checkbox"/> ask questions that deepen personal response <input type="checkbox"/> set new goals and create a plan for implementation <input type="checkbox"/> use varied syntax (e.g., balanced sentences) and accepted conventions of usage (e.g., correct choice of subject-object pronouns) <input type="checkbox"/> share, record, and revise questions and inferences <input type="checkbox"/> generate and communicate questions related to and going beyond the text <input type="checkbox"/> contribute relevant ideas and opinions to discussions about effective reading and viewing <input type="checkbox"/> identify new vocabulary introduced in texts, including academic and technical terms related to English Language Arts and other subject areas <input type="checkbox"/> use vocabulary that expresses a depth and range of response <p>Grammar and Usage:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use coordinating and subordinating conjunctions to create

			<p>compound, complex, and compound-complex sentence structures</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintain subject-verb agreement and pronoun-antecedent agreement <input type="checkbox"/> properly place modifiers <input type="checkbox"/> maintain consistent verb tense <input type="checkbox"/> use active and passive voice to suit purpose and audience (e.g., active voice for clarity of expression, recognize use of the passive voice in history and sciences) <p>Punctuation/Capitalization/Spelling</p> <ul style="list-style-type: none"> <input type="checkbox"/> use standard punctuation, including commas, semi-colons, and quotation marks, and capitalization to communicate clearly <input type="checkbox"/> use punctuation and capitalization correctly in special situations, including direct quotations, scripts, dialogue, and poetry <input type="checkbox"/> employ knowledge of spelling rules and word patterns to correct spelling errors <input type="checkbox"/> use reference materials to confirm spellings and to solve spelling problems when editing (e.g., dictionaries, spell-checkers, personal word list)
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I have seen and read the course outline above and the assessment and evaluation, course summary, and explanation of work ethic indicators.

Parent/Guardian Name: _____

Signature: _____

Student Name: _____

Signature: _____

Assessment and Evaluation

Assignments/Projects/Homework	20%
Unit Tests & Quizzes	20%
Essays	25%
Mid-term Exam	17.5%
Final Exam	<u>17.5%</u>
	100%

You will need:

Your Novel- *Lord of the Flies*

3 ring binder and loose leaf paper

pens - blue or black only

pencil, eraser, ruler, pencil crayons, scissors, and glue

an agenda (paper or electronic)

Course Summary

Students will be given opportunities to learn basic and higher level English skills using a variety of methods and resources. Special attention will be given to essay and reasoning skills. Students will be expected to complete one individual novel project as well as reading a class novel and a Shakespeare play. A portion of the course will be devoted to language and writing assignments and study.

Students will be expected to recognize, interpret, and use various literary techniques via various forms of literature.

Classroom Expectations

There is no reason why every student should not meet the expectations as written in the “G” section of the “Work Ethic Indicators” found on this page.

**** Note:** Teacher reserves right to make alterations to outline as he sees fit.

Explanation of Work Ethic Indicators

G

You arrive to class on time, prepared with all your supplies, notebooks, texts and other related materials. All your work (home and in class) is completed to the best of your ability. You are making every effort to meet deadlines and due dates and are doing your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects. You work well in individual and group situations and you appear to be doing your best. You willingly participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display good work habits and effort in all that you do.

S

Most of the time you arrive to class on time and are prepared with all your supplies, notebooks, texts and other related materials. Most of your work (home and in class) is completed to the best of your ability. Although you occasionally miss handing in an assignment, you are making an honest effort to meet deadlines and due dates. You usually do your best to keep your notebooks up-to-date and in good order. During class you are attentive and focused on the various tasks, assignments and projects with only occasional lapses. You work fairly well in individual and group situations and, on most occasions, appear to be doing your best. You are willing to participate and share ideas. You treat yourself, your peers and adults with the respect inherent in the Gospel values. You display satisfactory work habits and effort most of the time.

N

You frequently arrive unprepared for class. You are sometimes missing supplies, notebooks, texts and other related materials. On occasion, you are reluctant to put forth the effort to keep your materials and assignments organized. Homework and assignments are often incomplete or poorly done. During class, you are sometimes unfocused and easily distracted. You participate infrequently in class discussions. You sometimes treat yourself, your peers and adults with a lack of the respect inherent in the Gospel values. Your work habits need to improve.

Appendices:

English 11 Prescribed Learning Outcomes

A. Oral Languages (Speaking and Listening)

It is expected that students will:

Purposes (Oral Language)

A1 interact and collaborate in pairs and groups to

- support the learning of self and others
- explore experiences, ideas, and information
- understand the perspectives of others
- comprehend and respond to a variety of texts
- create a variety of texts

A2 express ideas and information in a variety of situations and forms to

- explore and respond
- recall and describe
- narrate and explain
- persuade and support
- engage and entertain

A3 listen to comprehend, interpret, and evaluate ideas and information from a variety of texts, considering

- purpose
- messages
- tone
- structure
- effects and impact
- bias

Strategies (Oral Language)

A4 select and use a range of strategies to interact and collaborate with others in pairs and groups, including

- selecting methods for working together effectively
- listening actively
- contributing ideas and encouraging the ideas of others
- demonstrating awareness of diverse points of view
- reaching consensus or agreeing to differ

A5 select and use a range of strategies to prepare oral communications, including

- interpreting a task and setting a purpose
- considering audience
- generating ideas
- making connections among relevant knowledge and experiences
- planning and rehearsing presentations

A6 select and use a range of strategies to express ideas and information in oral communications, including

- vocal techniques
- style and tone
- nonverbal techniques
- visual aids
- organizational and memory aids
- monitoring methods

A7 use listening strategies to understand, recall, and analyze a variety of texts, including

- connecting to prior knowledge
- making reasonable predictions
- identifying main points
- generating thoughtful questions
- clarifying and confirming meaning

Thinking (Oral Language)

A8 speak and listen to make personal responses to texts, by

- making connections with prior knowledge and experiences
- describing reactions and emotions
- generating thoughtful questions
- developing opinions with reasons

A9 speak and listen to interpret, analyze, and evaluate ideas and information from texts, by

- making and supporting judgments
- examining and comparing ideas and elements within and among texts
- describing perspectives
- identifying bias, contradictions, and non-represented perspectives

A10 speak and listen to synthesize and extend thinking, by

- personalizing ideas and information
- explaining relationships among ideas and information
- applying new ideas and information
- transforming existing ideas and information

A11 use metacognitive strategies to reflect on and assess their speaking and listening, by

- referring to criteria
- setting goals for improvement
- creating a plan for achieving goals
- evaluating progress and setting new goals

Features (Oral Language)

A12 recognize and apply the structures and features of oral language to convey and derive meaning, including

- context
- text structures
- syntax
- diction
- usage conventions
- rhetorical devices
- vocal techniques
- nonverbal techniques

B. Reading and Viewing

It is expected that students will:

Purposes of Reading and Writing:

B1 read, both collaboratively and independently, to comprehend a variety of literary texts, including

- literature reflecting a variety of times, places, and perspectives
- literature reflecting a variety of prose forms
- poetry in a variety of narrative and lyric forms
- significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels)
- traditional forms from Aboriginal and other cultures
- student-generated material

B2 read, both collaboratively and independently, to comprehend a variety of information and persuasive texts with increasing complexity of ideas and form, such as

- articles and reports
- biographies and autobiographies
- textbooks, magazines, and newspapers
- print and electronic reference material
- advertising and promotional material
- opinion-based material
- student-generated material

B3 view, both collaboratively and independently, to comprehend a variety of visual texts, such as

- broadcast media
- web sites
- graphic novels
- film and video
- photographs
- art
- visual components of print media
- student-generated material

B4 independently select and read, for sustained periods of time, texts for enjoyment and to increase fluency

Strategies (Reading and Viewing)

B5 before reading and viewing, select and use a range of strategies to anticipate content and construct meaning, including

- interpreting a task
- setting a purpose
- accessing prior knowledge
- making logical predictions
- generating guiding questions

B6 during reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including

- predicting, questioning, visualizing, and making connections
- making inferences and drawing conclusions
- differentiating main ideas and supporting details
- summarizing
- using text features
- determining the meaning of unknown words and phrases
- self-monitoring and self-correcting

B7 after reading and viewing, select and use a range of strategies to extend and confirm meaning, including

- responding to text
- asking questions
- reviewing text and purpose for reading
- making inferences and drawing conclusions
- summarizing, synthesizing, and applying ideas

Thinking (Reading and Viewing)

B8 explain and support personal responses to texts, by

- making connections with prior knowledge and experiences
- describing reactions and emotions
- generating thoughtful questions
- offering and supporting opinions using evidence

B9 interpret, analyze, and evaluate ideas and information from texts, by

- making and supporting judgments
- examining and comparing ideas and elements within and among texts
- beginning to identify diverse voices
- identifying bias, contradictions, and non-represented perspectives

B10 synthesize and extend thinking about texts, by

- personalizing ideas and information

- explaining relationships among ideas and information
- applying new ideas and information
- transforming existing ideas and information

B11 use metacognitive strategies to reflect on and assess their reading and viewing, by

- referring to criteria
- setting goals for improvement
- creating a plan for achieving goals
- evaluating progress and setting new goals

Features (Reading and Viewing)

B12 recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including

- form and genre
- functions of text
- literary elements
- literary devices
- use of language
- non-fiction elements
- visual/artistic devices

B13 demonstrate increasing word skills and vocabulary knowledge, by

- analyzing the origins and roots of words
- determining meanings and uses of words based on context
- identifying, selecting, and using appropriate academic and technical language
- using vocabulary appropriate to audience and purpose

C. Writing and Representing

It is expected that students will:

Purposes (Writing and Representing)

C1 write meaningful personal texts that explore ideas and information to

- experiment
- express self
- make connections
- reflect and respond
- remember and recall

C2 write purposeful information texts that express ideas and information to

- explore and respond
- record and describe
- analyze and explain
- persuade
- engage

C3 write effective imaginative texts to explore ideas and information to

- make connections and develop insights
- explore literary forms and techniques
- experiment with language and style
- engage and entertain

C4 create thoughtful representations that communicate ideas and information to

- explore and respond

- record and describe
- explain and persuade
- engage

Strategies (Writing and Representing)

C5 select and use a range of strategies to generate, develop, and organize ideas for writing and representing, including

- making connections
- setting a purpose and considering audience
- gathering and summarizing ideas from personal interest, knowledge, and inquiry
- analyzing writing samples or models
- setting class-generated criteria

C6 select and use a range of drafting and composing strategies while writing and representing, including

- using a variety of sources to collect ideas and information
- generating text
- organizing ideas and information
- analyzing writing samples or models
- creating and consulting criteria

C7 select and use a range of strategies to revise, edit, and publish writing and representing, including

- checking work against established criteria
- enhancing supporting details and examples
- refining specific aspects and features of text
- proofreading

Thinking (Writing and Representing)

C8 write and represent to explain and support personal responses to texts, by

- making connections with prior knowledge and experiences
- describing reactions and emotions
- generating thoughtful questions

- developing opinions using evidence

C9 write and represent to interpret, analyze, and evaluate ideas and information from texts, by

- making and supporting judgments
- examining and comparing ideas and elements within and among texts
- identifying diverse points of view
- identifying bias, contradictions, and non-represented perspectives

C10 write and represent to synthesize and extend thinking, by

- personalizing ideas and information
- explaining relationships among ideas and information
- applying new ideas and information
- transforming existing ideas and information

C11 use metacognitive strategies to reflect on and assess their writing and representing, by

- relating their work to criteria
- setting goals for improvement
- creating a plan for achieving goals
- evaluating progress and setting new goals

Features (Writing and Representing)

C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including

- syntax and sentence fluency
- diction
- point of view
- literary devices
- visual/artistic devices

C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including

- organization of ideas and information
- text features and visual/artistic devices

C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including

- grammar and usage
- punctuation, capitalization, and Canadian spelling
- copyright and citation of references
- presentation/layout

In reference to the English 11 Language Arts Integrated Resource Package (2007)