



# Cardinal Leger Secondary School

## English Department



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**Course Name:** English  
**Course Code:** ENG3U  
**Ministry Guidelines:** The Ontario Curriculum Grades 11 and 12 English 2007  
**Level:** Grade 11 University Preparation

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**Course Overview:** This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

### **Curriculum Strands and Overall Expectations:**

#### **ORAL COMMUNICATION**

**Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

**Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

**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**

**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;

**Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

**Reading With Fluency:** use knowledge of words and cueing systems to read fluently;

**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**

**Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;

**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;

**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;

**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.

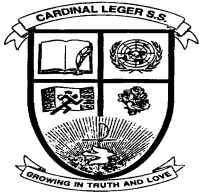
#### **MEDIA STUDIES**

**Understanding Media Texts:** demonstrate an understanding of a variety of media texts;

**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;

**Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

**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.



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### Learning Skills and Work Habits

E= Excellent G=Good S=Satisfactory N= Needs Improvement

### Evaluation

<b>Term Work</b>	<b>70%</b>
Knowledge and Understanding	20%
Thinking	30%
Communication	30%
Application	20%
<b>Final Assessment</b>	<b>30%</b>
Formal Examination	15%
Culminating Task A religious novel of the student's choice and a 1000-1500 word essay with MLA format	15%
<b>Course Total</b>	<b>100%</b>

### Missed/Late/Incomplete Assignments

It is the student's responsibility to address missed, late, or incomplete assignments. Students are expected to complete assignments and to adhere to assignment deadlines as follows:

Due Date	10% Penalty Zone	Closure Date
A due date is set by the teacher.	1 school day late – 3% 2 school days late – 6% 3 school days late – 10% Maximum penalty of 10%	Once the closure date has passed, work is considered incomplete and a <b>mark of zero</b> applies.

Responsibility	<ul style="list-style-type: none"> <li>Fulfills responsibility and commitments.</li> <li>Takes responsibility for and manages own behavior.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing tasks.</li> <li>Establishes priorities and manages time</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time to complete tasks.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Builds healthy peer-to-peer relationships.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities.</li> <li>Approaches new tasks with a positive attitude.</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>Sets own goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> </ul>

### Units of study

*Language Units from Echoes 11*

Novel Study: Choice of

*Lathe of Heaven* by Ursula LeGuin

*The Great Gatsby* by F. Scott Fitzgerald

*Brighton Rock* by Graham Greene

*Mayor of Casterbridge* by Thomas Hardy

Play Study: Shakespeare's *Macbeth*

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_