

Lisgar Collegiate Institute, English Department Continuum for Academic/University/Gifted Courses

Tailored to meet overall curriculum expectations, the following overview reflects minimum course requirements at Lisgar and is subject to change at the discretion of the department. Students must ensure that skills learned at one level are carried forward and further developed at the next level. (Updated January 28, 2010, J. Isaac)

| COURSE | MAJOR WORKS | SHORT TEXTS | SKILLS | KEY TASKS | SUMMATIVE | EXAM |
|---|---|--|--|---|--|---|
| ENG1D Identity and Self-Awareness KU 17.5% TI 17.5% C 17.5% A 17.5% SUMM 10% EXAM 20% | <i>To Kill A Mockingbird</i> <i>Twelfth Night</i> *Gifted: <i>Great Expectations</i> OR other; film - <i>Power of One</i> | <i>Step to Nine: Literacy Skills, Non-fiction</i> <i>Sightlines 9: Short Prose, Essays, Poetry</i> Intro to Poetry – rhythm and devices Mythology Biography: <i>A & E's Life and Times of William Shakespeare</i> Documentary: <i>Scottsboro: An American Tragedy</i> (Option -Documentary: <i>A Class Divided</i>) | Identify and apply reading strategies (Steps-to-9 Resource) Intro to close readings and critical literacy Summary Connotative diction Elements of fiction Literary Terms Conventions of Comedy Intro to academic essay Intro to MLA Style – to set up essay, to format quotations, and for bibliography entries Learning to avoid plagiarism Grammar/Style: <i>Language Power H</i> | One Book Report Letter News report Oral Presentation Character Analysis 4-Paragraph Essay 4 Different types of paragraphs – 11-sentence style (personal, descriptive, expository, persuasive) Tests/Quizzes | Step-by-Step Literary Essay Media/Oral Component: Mythology Related | 1.5 hrs Grammar/Style Knowledge and Analysis Reading: Mythology Sight Passage Paragraph Writing <i>Twelfth Night</i> Quotation Analysis |
| ENG2D Individual and Society KU 17.5% TI 17.5% C 17.5% A 17.5% SUMM 10% EXAM 20% | <i>Romeo & Juliet, Lord of Flies, The Chrysalids</i> *Gifted: <i>Life of Pi, Catcher in the Rye</i> OR <i>Huck Finn</i> replaces <i>The Chrysalids</i> | <i>Sightlines 10: Short Stories, Essays</i> Non-Fiction: Graphic Texts, Editorials, Information Pieces, Art (Book Covers) Grammar/Style: <i>Language on the Go</i> Poetry to Complement Major Texts (not a separate unit) – focus on themes Film: <i>Shakespeare In Love</i> | Literacy Test, OSSLT Preparation Summary and Paraphrase Main ideas and marginal notes 11-Sentence Paragraph Structure Creative piece: Option - Creative Short Story with at least five literary devices used effective and identified OR Anecdote OR Memoir Literary Terms, Elements of Fiction MLA Style (citing a greater variety of sources, incorporating secondary sources) Reviewing issues of plagiarism | 1-2 “book club” titles (1 biography) 11-sentence paragraph(s) Two essays: expository and persuasive – one requiring secondary sources (teacher-selected) Review of Shakespeare’s bio and theatre - <i>Shakespeare in Love</i> Anecdote/Memoir, Personal Resp. Passage Analysis – Tone, methods of organization, text features Literary Test Preparation Oral Presentation(s) Tests/Quizzes | Time capsule incorporating creative and analytical responses... | 1.5 hrs Grammar/Style Knowledge and Analysis Sight passages (two of Literary, Non-Fiction/Information, Graphic) <i>Romeo and Juliet</i> Close Reading 4-Paragraph Essay |

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| <p>ENG3U Art of Persuasion/ Guilt and Legacy</p> <p>KU 15 % TI 20 % C 20 % A 15%</p> <p>SUMM 10% EXAM 20%</p> | <p><i>Macbeth,</i> <i>Fifth Business,</i> <i>Brave New World</i> OR <i>Hard Times</i></p> <p><i>*Gifted: Pride and Prejudice;</i> <i>Importance of Being Ernest</i> AND/OR <i>Pygmalion</i></p> | <p><i>Viewpoints 11:</i> Focus on Essay Analysis</p> <p>Non-fiction – analysis of speeches/rhetorical strategies</p> <p>Short stories or poetry – to complement major works – not individual units</p> <p>Film: TBA</p> | <p>Rhetorical Strategies and Terms Focus on audience and purpose Emphasis on syntax and punctuation Diction and Tone Satire Personal Response Speech Analysis (speaking and listening strategies) History of English Language Précis Marginal notes and main ideas Research and MLA Style; application of Secondary Sources within the essay and learning the dangers of academic dishonesty</p> <p>Grammar/Style: teacher selected resources</p> | <p>One personal essay OR one editorial style essay Two academic literary essays during semester (one with secondary sources) Intro to library databases and literary criticism Close reading passage analysis applying literary terms Film critique Oral presentations (i.e. deliver a monologue with a focus on voice) Tests/Quizzes</p> | <p>Formal Speech:</p> <p>Listening and Speaking Expectations, Rhetorical Strategies, Research, Listening Skills, Vocal skills, and non-verbal communication</p> | <p>2.0 hrs</p> <p>Grammar/Style Knowledge and Analysis</p> <p>Sight Passage</p> <p>5-Paragraph Literary Essay</p> |
| <p>ENG4U Tragedy/ Isolation</p> <p>KU 15 % TI 20 % C 20 % A 15%</p> <p>SUMM 10% EXAM 20%</p> | <p><i>Hamlet,</i> <i>Handmaid’s Tale</i> OR <i>Mayor of Casterbridge,</i> <i>Gatsby,</i> <i>Death of a Salesman</i></p> <p><i>*Gifted/AP: Oedipus, Tess of the D’Urbervilles OR Scarlet Letter OR Mayor of Casterbridge</i></p> | <p><i>Viewpoints 12:</i> Short Story (focus on Literary Frameworks – Marxist, Freudian/Jungian, Feminist), Poetry, Essays</p> <p>OCDSB ENG4U <i>Student Handbook</i></p> | <p>Comparison Essay Emphasis on syntax and punctuation Diction and Tone Figurative language and poetic devices Literary criticism/frameworks Annotated Bibliography Personal Response Terms of Tragedy Research and MLA Style; application of secondary sources within the essay and reviewing the dangers of academic dishonesty</p> <p>Grammar/Style: teacher selected resources</p> | <p>Formal Outline for academic essay Two in-class academic literary essays One comparison essay (employing at LEAST two secondary sources) Literary terms test Oral Presentations Analysis of the American Dream Style Analysis – close readings Creative Response Tests/Quizzes</p> | <p>Poetry Presentation (linked to theme in major work)</p> | <p>2.5 hrs</p> <p>Board-wide exam: Grammar/Style Knowledge and Analysis - imbedded in Sight Passage and Essay components of the exam (See <i>Student Handbook</i>)</p> |