

# LISGAR COLLEGIATE INSTITUTE



**DEPARTMENT:** English

**COURSE NAME:** Grade 11 English Gifted

**COURSE CODE:** ENG3UG

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## 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.

This Gifted English course will encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism. It will improve the students' powers of expression, both in oral and written communication, and students will be given the opportunity to practice the skills involved in writing and speaking in a variety of styles and situations. While exploring a wide range of literary works, students will learn to engage in the close, detailed analysis of texts.

**PREREQUISITE** ENG2DG

## COURSE CONTENT

- *Viewpoints 11* Anthology
- *Pride and Prejudice* by Jane Austen or *Hard Times* by Charles Dickens
- *Macbeth* by William Shakespeare
- *Fifth Business* by Robertson Davies
- *History of English*

## OVERALL CURRICULUM EXPECTATIONS

### ORAL COMMUNICATION:

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:

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:**

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 STUDIES:**

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.

### **LEARNING SKILLS**

The development of sound learning skills is essential to the success of our students. Teachers and students will work together to understand and further the development of student learning skills in the areas of initiative, work habits, organization, team work, and independent work. Teachers report on learning skills on the midterm and final report cards.

### **ASSESSMENT METHODS**

Your understanding of the course material will be assessed using teacher observations, peer editing, journal responses, graphic organizers, notebook organization, homework completion, unit tests, quizzes, in-class assignments, a summative assignment, and a final exam. Please refer to the Lisgar Assessment and Evaluation Policy.

### **EVALUATION**

#### **Course Work (70%)**

|                            |      |
|----------------------------|------|
| 1. Knowledge/Understanding | 15 % |
| 2. Thinking/Inquiry        | 20 % |
| 3. Communication           | 20 % |
| 4. Application             | 15 % |

Evaluations will include (but are not limited to): Grammar and Spelling quizzes, Argumentative piece, Personal Essay, Independent Novel Study Report., a Literary Terms quiz, tests on the novel, *Macbeth* quizzes and tests, 11-sentence paragraph assignment, an essay on the novel, *Fifth Business* quizzes and tests.

Students will receive assignment and marking sheets for all major evaluation tasks. All due dates must be met. If a student is absent, efforts must be made to submit assignments in advance. Upon return, a student must have a note from his/her parent justifying the absence.

### **Summative (10%)**

The summative project is worth 10% of the final grade and is to be completed in stages during class time. The final product will be a speech (presented orally to the class and submitted on paper to the teacher) on a topic related to *Fifth Business*. This is a major evaluation, and students must be present to complete all components. If a student is absent for any summative task, a doctor's note is required.

Summative Dates: TBA

### **Exam (20%)**

The final exam will be written during the formal exam period. The exam will test student learning in the following areas: reading and writing skills, grammar rules, literary terms, critical analysis skills, elements of fiction, and History of English.

## **ATTENDANCE**

If you are absent from class, you are expected to catch up on what you missed and complete any relevant homework. When you return to class, you must show your teacher an Absence Verification Form.

If you know in advance that you will be absent for a test, see your teacher **before** the scheduled test date to arrange an alternate time to write it.

If you are unexpectedly absent for a valid reason on the day of a scheduled test, please let your teacher know why. When you return to class, remember to show an Absence Verification Form from your Period 1 teacher and a note from your parents indicating that they are aware you missed the test. An **unjustified absence** for a test may result in a **mark of zero**.

## **SUPPLEMENTARY NOTES**

**Course Texts:** Each student will be assigned the required texts. If you lose or damage these books, the replacement costs are:

- Hardcover Novel or Play: \$20.00
- Softcover Novel or Play: \$15.00
- Anthology \$50.00

**Homework:** The importance of regular homework completion cannot be overemphasized. Guidelines:

- Record the homework assigned in your planner at the end of each lesson
- Date and page number must be written at the beginning of each homework assignment
- Answers should be corrected during class discussions
- For homework to be considered complete, an attempt on each question must be shown

**Binder Organization:** Students require a three-ring binder, lined paper, and dividers for the following sections:

1. Language Skills
2. Short Stories
3. Novel Study
4. Macbeth
5. Independent Novel Study
6. Fifth Business
7. History of English

**Literary Terms to Know:** action, allusion, analogy, antagonist, anthology, anticlimax, aptonym, atmosphere, caricature, character (round, flat, developing, static, stock, etc.), characterization, cliché, climax, coincidence, conflict, connotation, consistency (in characterization), contrast, crisis, criticism, denotation, dialect, dialogue, diction, dilemma, exposition, fantasy, flashback, foil, foreshadowing, incident, introduction, irony, local colour, mood, motivation, paradox, pathos, plot, point of view (omniscient, limited omniscient, first-person), protagonist, realism, satire, setting, stock character, suspense, symbol, theme, and unity.

**Grammar Concepts to Know:** Nouns – common, collective, noun phrase ; Noun functions – subject, direct object, indirect object; Verbs – transitive, intransitive, copula, auxiliary, present participle, past participle, active and passive voice; Adjectives – probes, articles (definite and indefinite), proper adjectives, phrases, clauses, degrees; Adverbs – probes, phrases, clauses, degrees; Prepositions – prepositional adjective phrase, prepositional adverb phrase; Conjunctions – coordinate, correlative, subordinate; Pronouns – personal, compound personal, indefinite, demonstrative, interrogative, relative; Pronoun functions: subject, direct object, indirect object, object of the preposition, subjective completion; Sentence Types: interrogative, declarative, exclamatory, imperative; Combining Sentences; Punctuation: commas, semi-colons, colons, quotations

**Reading Strategies – Characteristics of the Strategic/Independent Reader:**

- sorts and analyzes information
- compares and synthesizes (puts together)
- hypothesizes and predicts
- infers and draws conclusions; makes judgments
- connects ideas
- recognizes a writer's purpose and tone
- follows organizational structure of a text
- analyzes a writer's style

**Categories of Knowledge and Skills:**

- **Knowledge and Understanding:** subject-specific content (knowledge), and the comprehension of its meaning and significance (understanding).
- **Thinking:** the use of critical and creative thinking skills and/or processes as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information), processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating); critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)
- **Communication:** the conveying of meaning through various text forms
- **Application:** the use of knowledge and skills to make connections within and between various contexts.

**Extra Help:** See your teacher about arranging a mutually convenient time for extra help. You may also go to the guidance office for a list of volunteer and professional tutors.