English Long Range Planner

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Dr. S. Holloway

Ms. Gillian Kornacki and Ms. Lauren Robinet’s

Grade 11 English College Prep Course

**Theme: Perspective of The Other**

September 2016 - January 2017

# Course Description

The main idea or theme behind the course is to introduce students to texts that explore themes including identity and self-identity. Throughout the course we will be reading and evaluating texts that deal with multiple or unusual perspectives, often referred to as ‘the other’. This semester we will be engaging in conversations around these texts in hopes that students understanding of a wide variety of perspectives through texts and author perspectives. Many texts will focus on disabilities, illnesses, creation, evolution and non-mainstream characters. Students will be reading poetry, prose, Shakespeare and various media texts to explore the theme of the other. It is our hope that by the end of the course students will gain an understanding of how texts can relay these views in a way that brings to light many social injustices.

From the Ontario Curriculum - “This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.”

# Course Objectives - Learning Goals & Expectations

1. **Oral Communication** - Students will focus on communicating in a professional, classroom setting. Students will be asked to engage in full class discussion along with small group and partner work where they will be expressing your ideas. This aspect will be formally assessed through role-play, oral presentations, public service announcement, and discussion based activities.
2. **Reading and Literature Studies** - Students will be able to read a variety of texts (poems, short stories, novels, Shakespeare, media text) and produce and analyze these texts with a high degree of skill. Through reading, students will explore various surface and underlying meanings produced in texts. Students will read independently, aloud and as a small group and be required to formulate thoughts about the text they are reading.
3. **Writing** - Students will be expected to communicate through academic writing while appropriately using writing conventions (grammar, spelling, punctuation, etc.). Students will be producing a poem, myth/ creation story, script, public service announcement and other small writing tasks. These products will be worked on throughout the semester allowing students to build and edit their own writing skills. Students will build their academic vocabulary and will learn to express their thoughts in a concise, clear way. Students will act as peer editors to encourage their peers and provide writing supports where necessary.
4. **Media Studies** - Students will be viewing Glee and they will be assessing the way in which the series omits or contributes to larger social issues. The series focuses on high school students that face a variety of personal, social, academic and physical situations that affect their view on life. Students will learn how media aspects (camera angle, costumes, music, script) contribute to the overall viewing experience as audience.

# Main Units

* Poetry Unit - Theme of Sensory
* Short Story Unit - Myths and Creation Stories
* Novel Study - The Fault in Our Stars - John Green
* Shakespeare Unit - Merchant of Venice - William Shakespeare
* Media Unit - Viewing of Glee (2009)

# Weightings

## Poetry Writing, create your own sensory poem - 10%

You will be writing a free form poem about something that is very familiar to you. You will choose a subject matter and write using your five senses to give a vivid description to your readers.

## Write your own creation story or myth - 10%

After exploring and reading many different cultural creation stories and myths, you will be required to create your own myth/creation story using the conventions outlined in class. You will workshop with your peers to create this story.

## Novel Study Narrative Perspective Essay - 15%

You will be writing an essay on The Fault In Our Stars using narrative perspective. We will be exploring various aspects of narrative voice and perspective and you will produce a 5 paragraph essay revolving around a chosen character perspective.

## Participation/ In Class Work / Tests & Quizzes - 15%

Throughout the course we will be doing many formative assessments and having many group discussions. It is important for you to participate in these discussions in an active and contributing way. There will be few tests throughout the course that will be a requirement for this aspect of your grade. Note that these three aspects work in collaboration to produce this grade.

## Shakespeare Role Play Activity - 10%

Through reading the Merchant of Venice, many characters are introduced and have various perspectives on the events that occur in the play. Your task, as a group, will be to choose a character and create an additional script/scene from your chosen character's perspective on one of the events that happened in the previous act. You will use modern language and be expected to submit your written script as well as act out your scene.

## Final Summative Evaluation - 15%

Your final summative evaluation will contain two components. In the first component, you will be writing a comparative essay that focuses on any two characters from Glee and The Fault in Our Stars. Your essay will explain how these two characters are similar and/or different and use textual evidence to explain your choices. In the second component, you will create a visual representation of this comparison and prepare an oral presentation for your class where you creatively explain your findings.

## Final Exam - 15%

At the end of the course there will be an exam that assesses your knowledge and understanding of the themes explored in the course. You will be asked to apply your knowledge from the short story unit, Shakespeare unit, viewing of Glee, and The Fault in Our Stars unit to various short and long answer questions. There will be review provided to ensure that students are well prepared for this exam.

## Media Unit - Public Service Announcement - 10%

The media unit will focus on the television show Glee. Throughout the first season, we are introduced to many characters that face physical and emotional difficulties and challenges. Your task will be to create a multimodal public service announcement for a relevant physical disability or mental health issue. This can take the place of a commercial, YouTube video, poster, advertisement or other creative aspect.

Significant Dates

September 29 – Sensory Poem Due

October 27 – Literary Theory Test

November 17 – Role play Presentation

December 13 – Essay thesis/ outline due

January 24 – Final Summative Evaluation presentations begin

January 25 – Essay Due

January 27 – Final Content Exam

Assessment Schedule - ENG 3C - The Perspective of the Other

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| **September** | **October** | **November** | **December** | **January** |
| **Sensory Poem writing assignment**  Summative assessment  **Peer Work shopping**  **Reader Response Questions**  Formative assessment  **Conventions of Writing Myths** | **Myth conventions**  **Creation Myth writing assignment**  **Myth Comparison -1 paragraph -** summative assessed  **Literary Theory Test**  Summative assessment  ***Merchant of Venice***  **Shakespeare reading activity** | **Shakespeare Role playing assignment**  *Script writing/ oral communication*  Summative assessment  ***Merchant of Venice Content* Test**  Summative assessment  **Character analysis - 2 paragraphs**  Formative Assessment  **Writing conventions**  **Peer Work shopping**  Formative Assessment | **Popcorn reading activities**  Formative assessment  **Class discussion**  Formative assessment  **Essay Thesis workshop**  Formative assessment  **Essay Outline**  Formative Assessment | **Essay Brainstorming**  **Argument and information gathering**  **Essay Outline**  Formative Assessment  **Essay Draft 1**  *Peer assessed*  Formative assessment  **Essay Draft 2**  *teacher assessed*  Formative assessment  **Editing Workshops**  **Oral Presentation - character comparison**  Summative assessment  **Final Content Exam**  Summative assessment |