HALIBURTON HIGHLANDS SECONDARY SCHOOL

Modern Languages

Evaluation Policy
for Grade 11 Applied English : **ENG3C**

Course Code:	**ENG3C**		
Level:	**Grade 11, University**	Teacher Contact Information:	
Credit Value:	**1.0**	Teacher:	**Mr.Dobson**
Period:		By Phone:	**(705) 457-2950 ext: 528**
Room Number:	**04**	By E-mail:	**d.dobson@tldsb.on.ca**
Department Head:	**Mr. Dobson**		

Course Description:

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, Applied or Academic

Strands of Study and Overall Expectations include:

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.

Efforts will be made to meet the individual learning needs of students in order to ensure these expectations are being met.

Course Outline / Units of Study:

1. Poetry
2. Short Stories
3. Play (*Salt-Water Moon* by David French or *Ethan Claymore* by Norm Foster)
4. Novella (*"The Body" by Stephen King*)
5. Media Studies
6. Writing Conventions
7. Independent Novel Studies

Evaluation Structure:

Knowledge/Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%

The above is reflected both in the term work (worth 70% of the final mark) and the summative culminating activities (worth 30% of the final mark). The culminating activity is a 30% final exam.

Resources:

Textbook:

"The Body" in *Different Seasons* by Stephen King
Salt-Water Moon by David French or *Ethan Claymore* by Norm Foster

Policy Document:

The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised)

Evaluation:

Students will be assessed & evaluated according to the work produced & skills displayed. Methods of providing feedback will include assessing work in process & evaluating completed assignments, tests, co-operative learning activities, simulations and presentations. Peer & self-evaluations will also be utilized.
Student marks will be determined by evaluating process & product according to 4 categories & 4 levels. Please see the chart below for specific skills and key words used to determine student competency in the different categories.

Category	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/Understanding ➢ Knowledge of facts & terms ➢ Understanding of concepts & relationships	Limited display of knowledge, skills and ability to apply concepts	Some success in displaying knowledge, skills and application of concepts	Considerable display of knowledge skills and ability to apply concepts	Thorough understanding of concepts and ability to communicate, think creatively and apply concepts
Thinking/Inquiry ➢ Critical thinking skills ➢ Creative thinking skills ➢ Inquiry Skills				
Communication ➢ Communication of ideas & information ➢ Use of symbols & visuals ➢ Oral & written communication				
Application ➢ Applications in familiar contexts ➢ Transfer of concepts to new contexts ➢ Making logical conclusions and predictions ➢ Use of technology ➢ Making connections				

Learning Skills:

Students are expected to reflect the following skills throughout the course:

Responsibility: Fulfils responsibilities. Completes & submits work ON TIME. Manages own behaviour.
Organization: Devises & follows a plan. Establishes priorities & manages time. Uses resources to complete tasks.
Independent Work: Monitors, assesses & revises plans to complete tasks & meet goals. Uses class time wisely. Follows instructions with minimal supervision.
Collaboration: Accepts various roles in a group. Responds positively to ideas, opinions of others. Builds healthy peer relationships. Resolves conflict and builds consensus. Shares resources and promotes critical thinking to solve problems and make decisions.
Initiative: Looks for and acts on new ideas. Innovative and takes risks. Demonstrates curiosity and an interest in learning. Approaches new tasks with a positive attitude. Advocates for all appropriately.
Self-Regulation: Sets goals. Seeks help when needed. Reflects on own strengths, needs & interests. Identifies learning opportunities, choices and strategies. Perseveres and makes an effort when responding to challenges.

Students will receive the following letter grades: **E** - Excellent **G** - Good **S** - Satisfactory **N** - Needs Improvement

HALIBURTON HIGHLANDS SECONDARY SCHOOL

COURSE EXPECTATIONS AND EVALUATION POLICY

Welcome to ENG3C

Attendance

Regular attendance is essential for academic success in school. It is the student's responsibility to inform the teacher *beforehand* of any planned absences. It is the student's responsibility to get notes assignments and any other information missed while absent from class. This should be done on the student's first day back, either during class, lunch hour or after school. **Any student that is truant the last three days of a semester will not be allowed to write his/her final examination.**

Tests

Students must be prepared to write tests on the assigned day. Students who miss a test for no valid reason will receive a mark of zero. Any student who knows that he/she will be absent for a valid reason during a test must make arrangements with the teacher *before* the period in which the test is to be written. Students who miss a test for any reason should be prepared to write the test on the first day back at school or should make suitable arrangements with the teacher on the first day back.

Assignments

If a student is absent on the day work is assigned, it is his/her responsibility to get the assignment from the teacher. If a student is absent when an assignment is collected, it is to be submitted at the beginning of the period on the first day back.

Late Assignment Policy "Not Done is not Acceptable"

Please adhere to our new HHSS Late Assignment Policy. Students received this in their period one class on the first day of the semester.

Plagiarism

Plagiarism is the act of taking someone else's ideas or writing and passing it off as your own. Whatever material students consult in the preparation of essays/projects should be properly credited to the writer or source. Material may be quoted if the student identifies it as a quotation and cites the author. Copying another student's work is cheating, and is also called plagiarism. **A first offense may result in a mark of zero or an opportunity to redo/resubmit the evaluation, after consultation with the student, parent, teacher, department head and school administrator. A second offense will result in a mark of zero, a call home and the student will be referred to the Principal. A third offense will result in a mark of zero and may result in an in-school suspension.**

Computers are tools for education; not entertainment devices. Students who are not on task may have their computer account disabled for the remainder of the day (or longer.)

I hereby acknowledge that I am fully aware of the expectations and evaluation in **ENG3C** course.

Student Signature: _____ **Parent's/Guardian Signature:** _____

Should it be necessary to contact you about your child's progress, it would be helpful if you would provide the appropriate information below:
Parent(s)/Guardian(s):

_____ Phone: (H) _____ (W) _____

E-mail: _____

_____ Phone: (H) _____ (W) _____

E-mail: _____

For students 18 years of age and over or who will turn 18 during the course:
I give permission for my teacher to contact my parents/guardians with regard to this course: _____