

COURSE NAME: ENGLISH LANGUAGE ARTS 11  
ASCEND ONLINE

AIM

The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society.

GOALS

- comprehend and respond to oral and written language critically, creatively, and articulately
  - communicate ideas, information, and feelings critically, creatively, and articulately, using various media
  - think critically and creatively, and reflect on and articulate their thinking and learning
- develop a continuously increasing understanding of self and others

Ministry Outcomes:	Strategies and Activities	Resources	Assessment
Purposes (Oral Language) A1 interact and collaborate in pairs and groups to – support and extend the learning of self and others – explore experiences, ideas, and information – gain insight into others’ perspectives – respond to and analyse a variety of texts – create a variety of texts	Group discussions	Web-based resources  Personal texts    Webinar	- Journal entry - Blog entry - Presentation

<p>A2 express ideas and information in a variety of situations and forms to – explore and respond – recall and describe – narrate and explain – argue, persuade, and support – engage and entertain</p>	<p>Discussion with parents (or peers)</p> <p>Provide findings to teacher</p>	<p>Webinar</p>	<ul style="list-style-type: none"> <li>- Journal entry</li> <li>- Research report</li> <li>- Presentation</li> <li>- Student's choice</li> <li>- Persuasive essay</li> </ul> <p>Specific Rubrics</p>
<p>A3 listen to comprehend, interpret, and evaluate ideas and information from a variety of texts, considering – purpose – messages – tone – structure – effects and impact – bias – context, including historical and cultural influences</p>	<p>.Novel Assignments: LOTF</p> <p>Short story assignments</p> <p>Viewing Macbeth</p>	<p>Web-based resources</p> <p>Other web based speeches (Elie Weisel, Millennium Series)</p>	<ul style="list-style-type: none"> <li>- Journal entry</li> <li>- Powerpoint</li> <li>- Presentation</li> <li>- Video</li> <li>- Research report</li> <li>- Photos with descriptors</li> <li>- Student's choice</li> <li>- Specific Rubrics</li> </ul>
<p>A4 select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including – initiating and sharing responsibilities – listening actively – contributing ideas and supporting the ideas of others – acknowledging and discussing diverse points of view – reaching consensus or agreeing to differ</p>	<p>Grade 11 Terminology</p>	<p>Webinar (class)</p> <p>Assigning students various vocabulary words. Students, in pairs or the whole group, decide upon appropriate examples and definitions.</p>	<p>Terminology Quiz</p>

A5 select, adapt, and apply a range of strategies to prepare oral communications, including – interpreting a task and setting a purpose – generating ideas – considering multiple perspectives – synthesizing relevant knowledge and experiences – planning and rehearsing presentations	Students will meet this learning outcome by choosing one of the short story assignments and presenting it to their teacher.	Online stories embedded in course.	Various short story assignments and rubric.
A6 select, adapt, and apply a range of strategies to express ideas and information in oral communications, including – vocal techniques – style and tone – nonverbal techniques – visual aids – organizational and memory aids – monitoring methods	Novel Assignments  Macbeth viewing and analyzing	Web-based resources  Other web based speeches (Elie Weisel, Millennium Series)	-Oral report  - Presentation  - Video  - Student's choice
<u>A7 use listening strategies to understand, recall, and analyse a variety of texts, including – extending understanding by accessing prior knowledge – making plausible predictions – summarizing main points – generating thoughtful questions – clarifying and confirming meaning.</u>	Macbeth	Web based resources	- Journal entry -Class or individual discussion  - Presentation  - Photos with descriptors  - Student's choice

<b><u>A8 speak and listen to make personal responses to texts, by – making connections with prior knowledge and experiences – relating reactions and emotions to understanding of the text – generating thoughtful questions – making inferences</u></b>	One short story from unit (student choice)	Web-based resource Webinar discussions  Short story	- Journal entry - Research report - Presentation - Video - Research report - Song - Photos with descriptors - Student's choice
<b><u>A9 speak and listen to interpret, analyse, and evaluate ideas and information from texts, by – making and supporting reasoned judgments – examining and comparing ideas and elements among texts – describing and comparing perspectives – describing bias, contradictions, and non-represented perspectives – identifying the importance and impact of historical and cultural contexts</u></b>	Short story unit, essay unit activities  Discuss with teacher your ideas for the essay assignment. Complete preliminary research for historical and cultural contexts.	Web-based resources  Novel  Short stories (online within course)	Critical analysis essay.  Various activities in noted units.  Ministry rubrics.

<b><u>A10 speak and listen to synthesize and</u></b>	Discuss the two poems (online in the	Course online embedded poetry	
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<u>extend thinking, by</u> <u>– personalizing</u> <u>ideas and</u> <u>information</u> <u>– explaining</u> <u>relationships among</u> <u>ideas and</u> <u>information –</u> <u>applying new ideas</u> <u>and information</u> <u>– transforming</u> <u>existing ideas and</u> <u>information</u> <u>– contextualizing</u> <u>ideas and</u> <u>information</u>	poetry assignments). Aim for 100 words per poem. Compare and contrast them making sure to put each into context.		- Presentation           - Student's choice
<u>All use</u> <u>metacognitive</u> <u>strategies to reflect</u> <u>on and assess their</u> <u>speaking and</u> <u>listening, by –</u> <u>referring to criteria</u> <u>– setting goals for</u> <u>improvement</u> <u>– creating a plan for</u> <u>achieving goals</u> <u>– evaluating</u> <u>progress and setting</u> <u>new goals</u>	Student choice of assessed assignment	Respond to rubric following guidelines in All outcomes	Ministry rubric (s)
<u>A12 recognize and</u> <u>apply the structures</u> <u>and features of oral</u> <u>language to convey</u> <u>and derive meaning,</u> <u>including</u> <u>– context</u> <u>– text structures</u> <u>– syntax</u> <u>– diction</u> <u>– usage conventions</u> <u>– rhetorical devices</u> <u>– vocal techniques</u> <u>– nonverbal</u> <u>techniques</u> <u>– idiomatic</u> <u>expressions.</u>	Choice of poem	Web-based resources   -speech -drama excerpt	Ministry rubric

<u>Purposes (Reading</u> <u>and Viewing)</u> <u>B1 read, both</u> <u>collaboratively and</u> <u>independently to</u>	Poetry, short stories, novel, Shakespeare (visually presented and written text) as laid out in the course	Curriculum texts  Online viewing	- Journal entry  - Research report  - Presentation
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<u>independently, to comprehend a variety of literary texts, including – literature reflecting a variety of times, places, and perspectives</u> – literature reflecting a variety of prose forms – poetry in a variety of narrative and lyric forms – significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels) – traditional forms from Aboriginal and other cultures – student-generated material	laid out in the course: -questions -activities -project work		- Presentation  - Video  - Photos with descriptors  - Student's choice - -Project (various)
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<b><u>B2 read, both collaboratively and independently, to comprehend a variety of information and perspective texts</u></b>	. Poetry, short stories, novel, Shakespearean text as laid out in the course	Curriculum texts and student choices	-Journal entry  - Research report  - Presentation  Video
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<b><u>persuasive texts with increasing complexity of ideas and form, such as</u></b> <b><u>– articles and reports</u></b> <b><u>– biographies and autobiographies</u></b> <b><u>– textbooks, magazines, and newspapers – print and electronic</u></b> <b><u>reference material – advertising and promotional material – opinion-based material</u></b> <b><u>– student-generated material</u></b>			- Video - Photos with descriptors - Student's choice - -Project (various) - Group sharing (webinar and online posting)
<b><u>B3 view, both collaboratively and independently, to comprehend a variety of visual texts, such as</u></b> <b><u>– broadcast media – web sites</u></b> <b><u>– graphic novels – film and video</u></b> <b><u>– photographs</u></b> <b><u>– art</u></b> <b><u>– visual components of print media – student-generated material</u></b>	Student requests various multi-media examples and compares and contrasts the various formats and the effectiveness of each.	Web-based resources Print visuals.	- Journal entry - Research report - Presentation - Video - Song - Photos with descriptors - Student's choice - (May include combination of two or more of the above)
<b><u>B4 independently select and read, for sustained periods of time, texts for enjoyment and to increase fluency</u></b>	Webinar discussions, various individual choices	Web-based resources Personal texts Webinar	Book list, blog and discussion.

<b><u>B5 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including</u></b> <b><u>– interpreting a task</u></b> <b><u>– setting a purpose</u></b>	Literary term study. Chapter questions: Lord of the Flies Author notes reading.	Web-based resources Course online readings.	Quiz and chapter assignments.
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<p>– <u>setting a purpose or multiple purposes</u></p> <p>– <u>accessing prior knowledge, including knowledge of genre, form, and context</u> – <u>making logical, detailed predictions</u></p> <p>– <u>generating guiding or speculative questions</u></p>			
<p>B6 during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including</p> <ul style="list-style-type: none"> <li>– comparing and refining predictions, questions, images, and connections</li> <li>– making inferences and drawing conclusions</li> <li>– summarizing and paraphrasing</li> <li>– using text features</li> <li>– determining the meaning of unknown words and phrases</li> <li>– clarifying meaning</li> </ul>	<p>Literary terms study.</p> <p>Chapter questions: Lord of the Flies</p> <p>Vocabulary exercises.</p>	<p>Course online readings.</p>	<p>Quiz.</p> <p>Chapter question assignments.</p> <p>Vocabulary words embedded in various assignments.</p>

<p>B7 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning and to consider author's craft, including</p> <ul style="list-style-type: none"> <li>– reflecting on predictions, questions, images</li> </ul>	<p>Short story activities, poetry activities, novel activities, Macbeth activities.</p> <p>Critical analysis of various texts.</p>	<p>Online course material, novel, Macbeth</p>	<p>Ministry grade 11 rubrics.</p>
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<p>questions, images, and connections made during reading</p> <ul style="list-style-type: none"> <li>– reviewing text and purpose for reading</li> <li>– making inferences and drawing conclusions</li> <li>– summarizing, synthesizing, and applying ideas</li> <li>– identifying stylistic techniques</li> </ul>			
<p>Thinking (Reading and Viewing)</p> <p>B8 explain and support personal responses to texts, by</p> <ul style="list-style-type: none"> <li>– making comparisons to other ideas and concepts</li> <li>– relating reactions and emotions to understanding of the text</li> <li>– explaining opinions using reasons and evidence</li> <li>– suggesting contextual influences</li> </ul>	<p>Various short story activities, poetry activities, novel activities, Macbeth activities</p> <p>Writing Skills unit. Developing a thesis, full thesis.</p>	<p>Personal response essay.</p> <p>Online literature.</p>	<p>Ministry grade 11 rubrics.</p>

<p>B9 interpret, analyse, and evaluate ideas and information from texts, by</p> <ul style="list-style-type: none"> <li>– making and supporting reasoned judgments</li> <li>– comparing ideas and elements among texts</li> <li>– identifying and describing diverse voices</li> <li>– describing bias.</li> </ul>	<p>Various short story activities, poetry activities, novel activities, Macbeth activities.</p> <p>Writing Skills unit. Developing a thesis, full thesis.</p>	<p>Critical analysis essay.</p> <p>Online literature.</p>	<p>Ministry grade 11 rubrics.</p>
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<ul style="list-style-type: none"> <li>– describing bias, contradictions, and non-represented perspectives</li> <li>– identifying the importance and impact of historical and cultural contexts</li> </ul>			
B10 synthesize and extend thinking about texts, by <ul style="list-style-type: none"> <li>– personalizing ideas and information</li> <li>– explaining relationships among ideas and information</li> <li>– applying new ideas and information</li> <li>– transforming existing ideas and information</li> <li>– contextualizing ideas and information</li> </ul>	See B 8 and 9.	See B 8 and 9.	Ministry grade 11 rubrics.
B11 use metacognitive strategies to reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> <li>– referring to criteria</li> <li>– setting goals for improvement</li> <li>– creating a plan for achieving goals</li> <li>– evaluating progress and setting new goals</li> </ul>	Appraisal and review of feedback and rubrics. Discussion on areas to improve with teacher.	Rubrics	Discussion.

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Features (Reading and Viewing) B12 recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including <ul style="list-style-type: none"> <li>– form and genre</li> <li>– functions of text</li> <li>– literary elements</li> <li>– literary devices</li> <li>– use of language</li> <li>– non-fiction</li> </ul>	Literary terms exercises and assignments.  Understanding of matters of correctness rubrics.	Feedback.	Quizzes.
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<ul style="list-style-type: none"> <li>– non-fiction elements</li> <li>– visual/artistic devices</li> </ul>			
<p>B13 demonstrate increasing word skills and vocabulary knowledge, by</p> <ul style="list-style-type: none"> <li>– analysing the origins and roots of words</li> <li>– determining meanings and uses of words based on context</li> <li>– identifying, selecting, and using appropriate academic and technical language</li> <li>– using vocabulary appropriate to audience and purpose</li> <li>– discerning nuances in meaning of words considering historical, cultural, and literary contexts</li> </ul>	<p>Vocabulary exercises, meanings of literary devices and tools, developing a consistent use of dictionary and thesaurus tools.</p> <p>Vocabulary word lists appropriate to grade 11.</p>	<p>Feedback, discussion of literary terms.</p>	<p>Written or discussion of ideas presented in column A.</p>

<p>Purposes (Writing and Representing)</p> <p>C1 write meaningful personal texts that elaborate on ideas and information to –</p> <ul style="list-style-type: none"> <li>experiment</li> <li>express self</li> <li>make connections</li> <li>reflect and respond</li> <li>remember and recall</li> </ul>	<p>Various personal response assignments throughout the course</p>	<p>Online literature</p>	<p>Ministry rubrics</p> <p>Quizzes</p>
<p>C2 write purposeful information texts that express ideas and information to –</p>	<p>Various argumentative, persuasive and analysis assignments throughout the course</p>	<p>Literature texts online.</p>	<p>Ministry rubrics</p>

explore and respond – record and describe – analyse and explain – speculate and consider – argue and persuade – engage	throughout the course.		
C3 write effective imaginative texts to develop ideas and information to – strengthen connections and insights – explore and adapt literary forms and techniques – experiment with increasingly sophisticated language and style – engage and entertain	Various creative and imaginative writing assignments and choices throughout course.	Online writing helps.	Ministry rubrics
C4 create thoughtful representations that communicate ideas and information to – explore and respond – record and describe – explain and persuade – engage	Multi media choices throughout course.	Various web based resources	Student choice: —ppt —written blog or journal —poster —collage, etc.

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Strategies (Writing and Representing) C5 select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including – making connections – setting a purpose and considering audience – gathering and summarizing ideas from personal interest, knowledge, and inquiry – analysing writing	Major essay assignments in course.	Group discussion, one on one with teacher, various helps embedded in course and online.	Ministry rubrics..
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analysing writing samples or models – setting class-generated criteria			
C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including – using a variety of sources to collect ideas and information – generating text – organizing and synthesizing ideas and information – analysing writing samples or models – creating and consulting criteria	Major essay assignments in course.	Internet research, course texts.	Ministry rubrics.

C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including – checking work against established criteria – enhancing supporting details and examples – refining specific aspects and features of text – proofreading	Proofing of first draft material.	Feedback on essay assignments. Knowledge of rubrics.	Ministry rubrics.
C8 write and represent to explain and support personal responses to texts, by – making	Various personal response assignments throughout the course		Ministry rubrics Quizzes

<ul style="list-style-type: none"> <li>– making comparisons to other ideas and concepts</li> <li>– relating reactions and emotions to understanding of the text</li> <li>– developing opinions using reasons and evidence</li> <li>– suggesting contextual influences</li> </ul>			
<p>C9 write and represent to interpret, analyse, and evaluate ideas and information from texts, by</p> <ul style="list-style-type: none"> <li>– making and supporting reasoned judgments</li> <li>– describing and comparing perspectives</li> <li>– describing bias, contradictions, and non-represented perspectives</li> <li>– identifying the importance and impact of historical and cultural contexts</li> </ul>	<p>Novel study assignments, particularly the major essay.</p> <p>Macbeth major essay.</p>	<p>Novel</p> <p>Shakespearean drama.</p>	Ministry rubric

<p>C10 write and represent to synthesize and extend thinking, by</p> <ul style="list-style-type: none"> <li>– personalizing ideas and information</li> <li>– explaining relationships among ideas and information</li> <li>– applying new ideas and information</li> <li>– transforming existing ideas and information</li> <li>– contextualizing ideas and information</li> </ul>	<p>Novel chapter assignments.</p> <p>Short story activities</p> <p>Macbeth</p>	<p>Novel, short stories embedded within course.</p> <p>Macbeth</p>	Ministry rubric
<p>C11 use metacognitive strategies to reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>– relating their work</li> </ul>	<p>Feedback on assignments and reflection.</p>	<p>Assignments throughout course.</p>	Ministry rubrics

<ul style="list-style-type: none"> <li>– relating their work to criteria</li> <li>– setting goals for improvement</li> <li>– creating a plan for achieving goals</li> <li>– evaluating progress and setting new goals</li> </ul>			
<p>C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– syntax and sentence fluency</li> <li>– diction</li> <li>– point of view</li> <li>– literary devices</li> <li>– visual/artistic devices</li> </ul>	<p>Literary terms activities</p> <p>Presentation and review of characteristics of novel, short story, poetry, etc.</p>	<p>Embedded in course and webinar discussion.</p>	<p>Quizzes</p> <p>Rubrics</p> <p>Anecdotal feedback</p>

<p>C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– organization of ideas and information</li> <li>– text features and visual/artistic devices</li> </ul>	<p>Various assignment choices throughout course.</p>	<p>Web based resources in addition to embedded resources.</p>	<p>Various assignments (student's choice)</p> <p>—ppt</p> <p>—poster</p> <p>—creative writing, etc.</p> <p>Rubrics and anecdotal feedback</p>
<p>C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including</p> <ul style="list-style-type: none"> <li>– grammar and usage</li> <li>– punctuation, capitalization, and</li> </ul>	<p>All written course assignments</p>	<p>Embedded assignments online.</p>	<p>Ministry rubrics</p>

capitalization, and Canadian spelling – copyright and citation of references – presentation/layout			
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