

English 112 A/B Course Outline

Grade 11 Semester 1 (September 2020 – January 2021)

Ms. Kelly

Welcome to English 112! Please keep in mind the importance of your effort in this course, as it is a necessary credit for you to graduate. You will quickly notice that the expectations of you in grade eleven are higher than what you were used to in grades nine and ten. It is expected that over the past two years you have acquired the reading and writing skills necessary to work at a more independent level in grade eleven. Don't worry, I'm still here to guide you, but you will find that I challenge you a lot more as well.

In our **reading** program, you will engage in independent and shared reading, and will respond to your reading through journals, discussions, essays, projects, mini-assignments, and sometimes quizzes and tests. You will be required to read independently, with independent novels as well as class texts.

Our **writing** program will take the form of a writing workshop, which will always begin with a quick write or a mini-lesson on grammar, writing techniques, the writing process, or issues concerning our current genre. You must have a **writer's notebook**, which will be used for quick writes, journaling, prewriting, and drafting. Our primary genre focus this year will be essay writing, although you will have chances to respond to texts through narrative and descriptive writing.

You will also have the opportunity to brush up on your **speaking and listening** skills, which are an important part of the provincial curriculum. It is expected that in grade eleven, students will be able to speak for a variety of purposes and audiences, and you will be expected to speak in front of the class individually on a regular basis.

Exploring Regional Identity

Reading Component- In this unit, we will explore Canadian and Maritime fiction. In grades nine and ten, the focuses of short story units were the short story elements and on understanding how we use the “big six” reading comprehension strategies. In grade eleven, the focus during this unit will be critical reading. It is expected that you have a strong understanding of the basics of plot, setting, character, etc., so we will delve further *behind* the lines of the text to develop enhanced comprehension. Instead of only asking “What is the conflict in this story?”, I will ask, “What does the author’s conflict in this story say about our society, about human relationships?” I will guide you through this process of “second draft reading”, exploring the deeper meaning of the text, and to recognize the importance of historical and cultural context to our reading of texts. Students will also be required to use evidence/quotations from the text in their responses.

Writing Component – Our reading component will focus on the importance of place, community, and tradition in rural Canada. During this unit, there will be an overarching writing component, where you will have the opportunity to draft writing (personal or fictional) based on these themes. Genres will include personal essay, memoir, short story and journal responses. This unit will help you to find your voice as an essay writer before moving on to the larger research essay next semester.

Poetry

- Response and analysis of poems and songs
- Compare and contrast of authors' works through a standard poetry analysis
- Reinforce poetic devices, with particular reference to how they influence meaning – alliteration, assonance, metaphor, hyperbole, etc.
- Writers workshop approach, which includes mini-lessons and quick writes

Novel Study – *Lord of the Flies*

Through this study, students will further enhance their critical literacy skills, while looking deeper into the use of allegory in fiction, human nature, and historical context.

Continuous Unit- Independent Novel Study

Students are required to read independent novels this semester. For **two** of those novels, students will complete a final task, which will be handed in for marks. Both tasks will be an in-class demand writing assignment. Students may also be asked to informally speak about their novel.

The course will be marked as follows:

<u>Class Mark</u> (participation at home and in class)	10%
<u>Classroom Work</u> (projects, assignments, writing tasks, tests, quizzes, etc.)	70%
<u>Demonstration of Learning</u> (Assessment Week in January)	20%

Important information regarding late assignments:

All assignments are due by 3:30 pm on the due date. As per MVHS Late Assignment Guidelines, 10% will be deducted for each day an assignment is late for the first four days. The assignment will be valued at 60% for days 5, 6, and 7. After day 7, the mark is zero.

Materials Needed:

- Access to Microsoft Teams and OneNote (for viewing and submitting assignments)
- Binder with loose-leaf (can be shared with other classes)
- Writer's notebook (or section of the binder for this)
- Dry erase markers (used regularly in class)
- Pens and Pencils
- Highlighters
- Post-it Notes

Communication:

All handouts, assignments and feedback will be in Microsoft Teams, so this should be checked regularly.

I can be reached through Teams, or by email: Elizabeth.kelly@nbed.nb.ca.

Good luck and have a great semester! ~Ms. Kelly