

St. Clair Catholic District School Board
Student Information Sheet

Grade: **11**
Course Code: **ENG 3E0**
Course Type: **Workplace Preparation**
Credit: **One**
Prerequisite: **ENG 2P0 or ENG 2L0**
School: **Ursuline College Chatham**
Department: **English**
Program Head: **Ms. N. Foster**

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Course Description:

This course emphasizes the development of literacy, critical thinking, and communication skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic and literary texts and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and in a variety of formal and informal contexts. This course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

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How this course supports the Ontario Catholic Graduate Expectations:

Though the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.

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1. Overall Expectations for Student Learning:

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following strands:

Strand: Literature Studies and Reading	Strand: Writing
<ul style="list-style-type: none"> Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a variety of strategies to construct meaning 	<ul style="list-style-type: none"> Generate, gather and organize ideas and information to write for an intended audience
<ul style="list-style-type: none"> Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning 	<ul style="list-style-type: none"> Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience
<ul style="list-style-type: none"> Use knowledge of words and cueing systems to read fluently 	<ul style="list-style-type: none"> Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
<ul style="list-style-type: none"> Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading 	<ul style="list-style-type: none"> 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
Strand: Oral Communication	Strand: Media Studies
<ul style="list-style-type: none"> Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes 	<ul style="list-style-type: none"> Demonstrate an understanding of a variety of media texts
<ul style="list-style-type: none"> Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes 	<ul style="list-style-type: none"> Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
<ul style="list-style-type: none"> Reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication situations 	<ul style="list-style-type: none"> Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
	<ul style="list-style-type: none"> Reflect on and identify their strengths as media interpreters and creators, areas of improvement, and the strategies they found most helpful in understanding and creating media texts

2. Expectations: Learning Skills

It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self Regulation

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations.

The student's demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.

3. Supports For Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative Expectations will be outlined in an IEP and will be communicated to parents.

4. Course Breakdown and Assessment and Evaluation Strategies:

Unit	Unit Title/ Description	Assessment and Evaluation Strategies	Resources
One	Promote Yourself	Resume writing Interview skills and mock inter Making contacts in the Community	Various resources <i>Inside Track 2</i>
Two	Novel Study	Reading, writing and speaking activities	<i>Dacey Song</i>
Three	Media Studies	Viewing, speaking and writing activities	Reality T.V. Related to business: <i>Salon Takeover</i>
Four	Non-Fiction	Work place related Essay and report reading and writing	Current Periodicals <i>Inside Track 2</i>
Five	Pathways	Examining apprenticeship, and workplace pathways	Co-op department and OEAP
Six	Sense of Community	Volunteerism, exploring options, and tracking success of 40 hours, report writing, oral presentation	Guest Speakers from the community
Final	Culminating activity	Reading, writing and oral	Teacher and Student determined
Final Grade		10% Culminating Activity 90% Term	

5. Key Dates, Special Events and Additional Considerations:

6. Teaching/Learning Strategies: _

- *Group Work
- *Pairs Activities
- *Whole Class Activities
- *Lectures
- *Discussions
- *Presentations
- *Other

7. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Category	Evaluation
Knowledge/Understanding	(Term) 25%
Thinking/Inquiry	(Term) 25%
Communication	(Term) 25%
Application	(Term) 25%
Term	90%
Final/Culminating Activities	10%

8. Additional Resources:

Inside Track 2 – part 1

Other teacher resources

Resources including biographies, magazine articles, manuals, newspapers

9. School, Department and Classroom Policies: Refer to student handbook

Students' Responsibilities With Respect to Evidence for Evaluation

Late and Missed Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within **the time frame specified by the teacher.**

If a student is struggling with an assignment or is experiencing circumstances which make it impossible to complete an assignment within the specified time frame, he/she should speak to the teacher and **an extension shall be granted and every support will be made for the student's success.**

Students must also understand that if assignments are not completed in the specified time frame because of **lack of responsibility, then marks may be deducted for late assignments** up to and including the full value of the assignment.

PLAGARISM is using anyone else's words or ideas and presenting them as your own. This includes the following:

- Downloading
- Copying
- Purchasing
- Cutting and pasting
- Creating fake citations
- Using ideas written by other students or parents

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(Please detach and return.)

To the student and parent(s)/guardian:

We have read and understood this student information sheet.

Course Code:

Student's signature: _____ **Date:** _____

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