

English 11 @ Horton High School  
Mr. Scott Bennett

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Course website, including online marks access;  
<https://schools.ednet.ns.ca/avrsb/070/rsbennett/HORTON/index.html>

## INTRODUCTION:

English 11 is defined by the **Atlantic Canada English Language Arts Curriculum Guide (Grades 10-12)**, as a course that is “**intended for students whose goals include post-secondary academic study**” ...and which “**has an emphasis on literary texts**”.

**Advanced English 11** consists of **three** major components:

- a) Speaking and Listening**
- b) Reading and Viewing**
- c) Writing and Other Ways of Representing**

There are **Specific Curriculum Outcomes** for each of these three components.

For **Speaking and Listening** they are:

1. Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.
2. Students will be expected to communicate information and ideas clearly and effectively, and to respond personally and critically.
3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

For **Reading and Viewing** they are:

1. Students will be expected to select, read, and view with understanding a wide range of literature, information, media and visual texts.
2. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.
3. Students will be expected to respond to personally to a range of texts.
4. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

For **Writing and Other Ways of Representing**, the curriculum outcomes are:

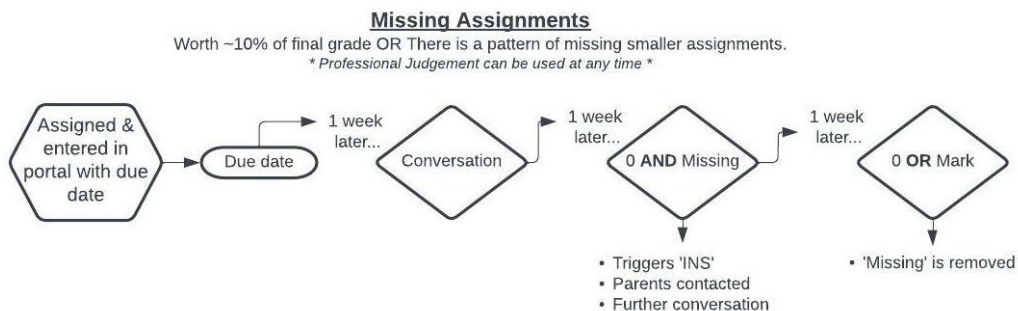
1. Students will be expected to use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.
2. Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.
3. Students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their clarity, precision and effectiveness.

<b>EVALUATION</b>	
Epic poetry & poetry (reading & responding, group discussions, test, project)	20%
Short stories (reading & responding, group discussions & presentations, test)	15%
Novel study (reading & responding, group discussions & presentations, test)	15%
Dramatic works (reading & responding, group discussions & presentations, test and/or informal essay)	20%
Response Journals (reading and journal responses)	10%
<b>EXAM</b>	<b>20%</b>
<b>TOTAL</b>	<b>100%</b>

**Note:** This is a tentative evaluation breakdown and may change depending on the materials covered.

**\*About the marking system:** Teachers at Horton High School employ a cumulative marking system. In my courses, this means that the final mark is the only official mark for the course. The mid-term report card mark simply indicates your success in the course **to date**. There are still plenty of points to earn or lose; your overall success in the course depends on a sustained effort throughout the semester.

**Due dates and terminal deadlines. Students are expected to submit all work on time.** Over the course of the term, I will announce **terminal deadlines**. Any missing assignments that were due before the terminal deadline must be submitted by that date or they will be assigned a mark of zero. It is the responsibility of all students to regularly check their own marks to ensure that all assignments have been submitted as requested.



All English 11 students will write an English examination at the end of the semester.