



SCOPE & SEQUENCE




GR. 11 – ENGLISH 20














Student Task

GRADE 11: English 20**TASK: Poetry Anthology****PRODUCTIVITY TOOL: Word Processor****TIMELINE: 10 Classes****LEVEL OF DIFFICULTY: Project**





Students will create a poetry anthology based on two opposing (i.e. life/death) or similar themes (i.e. love/friendship). The anthology must include twenty poems:

-  5 from any source
-  5 from the poetry anthology being studied in class
-  10 written by the student

The poems should have a variety of forms:

-  concrete
-  abstract
-  picture
-  rhyming
-  limerick
-  parody and the original
-  blank verse
-  free verse
-  poem with alliteration
-  poem with metaphor
-  poem with simile

The anthology should be organized with the following:

-  title page
-  table of contents
-  explanation of why the various poems were chosen
-  bibliography

The anthology should be organized into some sort of logbook, journal, photo album or scrapbook. Students will be marked on theme, choice of poetry, creativity, explanation, organization and presentation. Students will be expected to share their anthologies with their peers.



ICT Outcomes

The learner will:

- C1** 4.1 plan and perform complex searches, using more than one electronic source
- 4.2 select information from appropriate sources, including primary and secondary sources
- 4.3 evaluate and explain the advantages and disadvantages of various search strategies
- 4.4 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for context, audience and purpose that extend and communicate understanding of complex issues
- C7** 4.1 use appropriate strategies to locate information to meet personal needs
- 4.2 analyze and synthesize information to determine patterns and links among ideas
- F3** 4.2 record relevant data for acknowledging sources of information, and cite sources correctly
- 4.3 respect ownership and integrity of information
- F4** 4.1 discriminate between style and content in a presentation
- P1** 4.1 continue to demonstrate the outcomes achieved in prior grades and course subjects (*in this case, font size, font style, table of contents, and header/footer*)
- P3** 4.2 support communication with appropriate images, sounds and music
- P4** 4.2 apply principles of graphic design to enhance meaning and audience appeal





Curriculum Outcomes

GRADE 11: English 20

TASK: Poetry Anthology

Concept 1, Bullets 1, 2, 3 and 4

- use brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing
- establish an appropriately limited topic, select material appropriate to the subject, purpose and audience from ideas generated during prewriting, and supplement it where necessary with additional material
- recognize the value of drawing upon personal and vicarious experiences in producing an individual approach to a composition
- plan their composition, and allow for discovery of meaning as they write

Concept 2, Bullet 2

- achieve unity of thought and purpose through using an expressly related thesis, when appropriate

Concept 3, Bullet 6

- prepare a final draft, carefully edited and proofread, with a suitable title, footnotes and bibliography, where appropriate

Concept 4, Bullet 2

- share some of their thoughts or feelings through shaped and polished writing, such as personal essays, short stories or poems

Concept 8, Bullet 1

- read literature for the enjoyment and stimulation of the imagination it provides, as well as for an understanding of its content and emotional appeal

Concept 9, Bullet 1

- examine values expressed through literature

Concept 10, Bullet 5

- recognize the possibility of a symbolic meaning for a prominent object in a literary work

Concept 11, Bullets 4 and 5

- demonstrate an understanding of the manner in which the author uses figurative and stylistic devices to achieve his or her purpose
- understand the concepts of mood and tone, and be able to discuss how point of view, mood and tone contribute to the effect of a piece of literature

Concept 14, Bullet 1

- be acquainted with the works of some major Canadian authors

Concept 15, Bullet 5

- show increased independence in locating required information in the school and public libraries

Concept 16, Bullet 1

- identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced

Concept 17, Bullets 1 and 2

- relate the elements of the image to the purpose and message of the image
- appreciate effects of editing, such as biasing content, and enhancing mood or theme

Concept 20, Bullet 1

- recognize that visual messages may employ images, mood, irony, satire, tone, symbolism, humour, structure and pace

Concept 23, Bullet 1

- use effective listening techniques, such as mentally reviewing major points of the message

Concept 25, Bullet 3

- increase their confidence in speaking extemporaneously on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory

