

Lessons are already updated.

Assignments have to be adjusted for each copy of the course.

To update each assignment:

- Identify the assignment to be changed, based on titles below.
- Edit the corresponding assignment in your course ( · · · , Edit)
- Within Instructions, go into HTML mode (</>) and replace all content with that provided (in purple).
- Save.

Note that many of the assignment changes will include a **name change**.

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## U1 Assignment = 1.1 Assignment: Infographic Response

```
<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>
<tbody>
<tr>
<td style="border-width: 3px; border-color: #f1c40f;" color="" #897e7e;"=""><span style="color: rgb(137, 126, 126);"><strong><em>"The Power of Infographics: Using pictures to communicate and connect with your audience" (Mark Smiciklas).</em></strong></span></td>
</tr>
</tbody>
</table>
<h4>Task:</h4>
<p>For this assignment, you will <strong>examine</strong> <span style="text-decoration: underline;"><span style="color: #0000ff;"><a href="https://wcln.ca/_LOR/course_files/EN11/U2_Communication/readysetsnooze.pdf" target="_blank" rel="noopener"><span style="color: rgb(0, 0, 255);">the infographic "Ready, Set, Snooze!"</span></a></span></span> and summarize it in point for musing the worksheet below:&nbsp;</p>
<ul>
<li><a href="https://wcln.ca/_LOR/course_files/EN11/Infographic_Response.pdf" target="_blank" rel="noopener"><span style="color: #0000ff;"><span style="text-decoration: underline;"><span style="color: rgb(0, 0, 255);">Infographic Response Worksheet - PDF</span></span></span></a></li>
<li><a href="https://wcln.ca/_LOR/course_files/EN11/Infographic_Response.docx" target="_blank" rel="noopener"><span style="text-decoration: underline; color: #0000ff;"><span
```

Infographic Response Worksheet -  
DOCX

**Read** the infographic **carefully** so that you understand what it is communicating and explaining. **Consider your perspective** as you read:

Do you typically get “enough” sleep or not?

How does your answer affect your interpretation/response to this information?

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**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Student can read and understand the infographic’s explicit data and can also synthesize this data to form new information that is not present. Student considers the infographic from various perspectives and can develop and astutely explain an opinion, using vocabulary and tone appropriate for the context.

**Written Expression:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful, mature connections with logical organization.

**Estimated Allotted Time:** 20 min

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**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc..) containing your assignment.

Name the file with your name and the title. eg. First name Last name Infographic Response

Click **Add submission.**

Upload the file containing your assignment under **File submission.**

Click **Save changes.**

## U1 Assignment = 1.2 Assignment: Expository Paragraph Writing

<div data-bbox="719 1957 898 1997" data-label="Page-Footer"><p>Page 3 of 85</p></div>
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**Learning Target(s):** Exemplary (6/6): Exemplary comprehension of the task and clear accomplishment of the objective. Student demonstrates exemplary understanding of text features, paragraph structure, and format of expository writing. There is a clear purpose. Ideas are fully developed. Pre-writing tasks show exemplary organization. Accomplishes the purpose with originality, maturity and sophistication.

**Written Expression:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization.

**Estimated Allotted Time:** 1 hour

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**Submission:**

This is where you will upload your assignment to your teacher for marking.  
You will upload the file (.docx, .pdf, .png, .ppt, etc..) containing your assignment.

Name the file with your name and the title. eg. First name Last name Expository Writing




- Click *Add submission.*
- Upload the file containing your assignment under *File submission.*
- Click *Save changes.*

## U1 Assignment = 1.3 Assignment: Giving Credit

<div data-bbox="721 1957 898 1997" data-label="Page-Footer"><p>Page 5 of 85</p></div>
---

**Organization/Supporting Details:** Exemplary (6/6): Structure is logical and cohesive and the writing as whole may appear effortless. Supporting details are specific and clearly contribute to the central idea and make insightful connections.

**Estimated Allotted Time:** 30 min

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**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc..) containing your assignment.

Name the file with your name and the title. eg. First name Last name Giving Credit




- Click *Add submission.*
- Upload the file containing your assignment under *File submission.*
- Click *Save changes.*


## U1 Assignment = 1.4 Assignment: Fake News

<strong><em>"The masses are not interested in the truth... they want to be entertained" (Rohith S. Katbamna).</em></strong>
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#### Task:

Think of a story that you have heard of recently. It could be a politician's latest statement, news on a current issue, or anything else that you have heard or seen that may interest you. Try to stick with national or international stories that you believe are true.

**STEP 1:** Go to [Ground News](https://ground.news/). On the main page you will see current news events presented in the same manner shown in the image below:



**STEP 2:** Click on the news event that you want to examine (you can select a specific topic using the "Trending Topics" list). You'll be taken to a page that will present links to several different news articles about the event you've selected. **Select three (3) articles** and click "Read Full Story" to read each of them. Consider finding reports with different objectives or purposes.

**STEP 3:** Complete and submit the worksheet linked below. You will need to provide links to all three of the articles you select. Be sure to **write in full sentences** and provide **specific evidence** to support your responses to the questions.

- [Assignment 4 - Fake News or Bias \(.PDF\)](https://wcln.ca/_LOR/course_files/EN11/Fake_News_or_Bias.pdf)
- [Assignment 4 - Fake News or Bias \(.DOCX\)](https://wcln.ca/_LOR/course_files/EN11/Fake_News_or_Bias.docx)

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**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

<p style="padding-left: 40px;"><strong>Learning Target(s): </strong> Exemplary (6/6): Student can effectively evaluate their chosen sources for relevancy, accuracy, and reliability. Response takes a critical look at the sources and demonstrates a thorough understanding of their content and has thoroughly considered the author's perspective. Any bias, contradictions, distortions, or omissions are identified and explained in detail.</p>

<p style="padding-left: 40px;"><strong>Reflection and Insight: </strong> Exemplary (6/6): Complex connections and original ideas are included in a thoughtful response that includes specific examples of the student's learning process and understanding of the source material. Reflection is thorough and insightful and shows maturity in their written expression.</p>

<p><strong>Estimated Allotted Time:</strong> 30 min</p>

<hr>

<p><b>Submission:</b></p>

<p>This is where you will upload your assignment to your teacher for marking.</p>

<p>You will upload the file (.docx, .pdf, .png, .ppt, etc..) containing your assignment.</p>

<p>Name the file with your name and the title. eg. First name Last name Fake News</p>

<ol>

<ul>

<li>Click <em>Add submission.</em></li>

<li>Upload the file containing your assignment under <em>File submission.</em></li>

<li>Click <em>Save changes.</em></li>

</ul>

</ol>



## U1 **FORUM** = 1.5 FORUM: Expository Examples\* (R.63427)

### **Task:**

**Find (or create) a short example of expository writing** and share it with the class. Look through the forum at what has already been submitted and try to think outside the box. Remember some of the different forms exposition can take:

<ul>

<li>New Media - news cast, infographic, instructional video, blog post</li>

<li>Composition - instruction manuals, exposition in an argumentative article</li>

<li>Creative Writing - exposition in dialogue, poetry, prose</li>

<li>Literary Studies - exposition in classical literature</li>

<li>Spoken Language - speech, lecture, podcast (live or recorded audio/video)</li>

</ul>

In your Forum Post, be sure to include the following:

<ol>

<li>Chosen Example (copy, embed, and/or link to it)</li>

<li>Short Explanation of your choice. How does this fit the category of exposition/expository writing?</li>

<li>Source of the Example: Works Cited in MLA format.</li>

</ol>

To complete this task, you need to:

<ol>

<li><strong>Post</strong> your example in the <strong>1.5 FORUM: &nbsp;  Expository Examples</strong> found on the main page of the course by clicking Add a New Discussion Topic. Use the title of your expository example as your title.</li>

<li><strong>Reply/Respond</strong> to a classmates' example by clicking on their topic and selecting <em>Reply.</em> &nbsp;  You can use the following prompts to guide your response to another post: &nbsp;  <em>"I wonder...", "I know...", "I can see..."</em>.</li>

<li><strong>Complete the forum self-assessment</strong> and submit to 1.5 FORUM: Expository Examples Self-Assessment on the main page of the course.</li>

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<ul>

<li style="list-style-type: none;">

<ul>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/FORUM\_SELF\_EVALUATION\_English\_11.pdf" target="\_blank" rel="noopener">Self-assessment Rubric - PDF. </a></li>

<li><a style="text-align: initial;"

href="https://wcln.ca/\_LOR/course\_files/EN11/FORUM\_SELF\_EVALUATION\_English\_11.docx" target="\_blank" rel="noopener">Self-assessment Rubric - DOCX.</a></li>

</ul>

</li>

</ul>

<p>&nbsp;  </p>

**IMPORTANT NOTE:** You must complete each of the three steps outlined above in order to receive any marks for this assignment.

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**Assessment:** Below you will find the 4 criteria used to self-assess the assignment. Consider them as you respond to the prompt.

**<ol>**

**<li>Follows Instructions</li>**

**<li>Thoughtfulness of response</li>**

**<li>Support for stated position</li>**

**<li>Response to another discussion</li>**

**</ol>**

**Estimated Allotted Time:** 30 min.

## U1 Assignment = 1.5 FORUM Mark: Expository Examples Self Assessment

<p>This is where you will submit your self assessment. You will not receive a mark for your forum post until you submit your self assessment.</p>

<p style="padding-left: 40px;"><a

href="https://wcln.ca/\_LOR/course\_files/EN11/FORUM\_SELF\_EVALUATION\_English\_11.pdf" target="\_blank" rel="noopener">Self-Assessment Rubric - PDF.</a></p>

<p style="padding-left: 40px;"><a

href="https://wcln.ca/\_LOR/course\_files/EN11/FORUM\_SELF\_EVALUATION\_English\_11.docx" target="\_blank" rel="noopener">Self-Assessment Rubric - DOCX.</a></p>

## U1 Assignment = 1.6 Assignment: Write it Up

<span style="color: rgb(137, 126, 126);"><strong><em>"The Earth is what we all have in common" (Wendell Berry).</em></strong></span>
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#### Task:

For this assignment we will be using the writing process to develop a **five (5)** paragraph essay on an environmental issue:

- Introductory paragraph
- Body paragraph 1
- Body paragraph 2
- Body paragraph 3
- Concluding paragraph

**Step 1:** Choose a topic on an [https://wcln.ca/\\_LOR/course\\_files/EN11/Expository\\_Essay\\_prompts.pdf](https://wcln.ca/_LOR/course_files/EN11/Expository_Essay_prompts.pdf) environmental issue from the list of topics.

**Step 2:** Do your research. Keep track of your sources so you can correly cite in-text quotes and paraphrases and write your works cited list.

**Step 3:** Follow the essay writing process to write an expository essay on your selected topic. **Include your outline and rough draft in your final submission.**

- PREWRITING** &ndash; brainstorm, research notes, create an outline
- DRAFTING** &ndash; thesis, develop your paragraphs with facts and examples from your research
- REVISING** &ndash; review your first draft and add/omit, reorganize thinking about audience and purpose
- EDITING** & **PROOFREADING** &ndash; review your revised draft for spelling, grammar, punctuation
- POLISHING** &ndash; write the final copy with your revisions and edits using MLA format (double space, 12 point font). Develop your Works Cited and be sure to include all in-text citations for quoted and paraphrased information from your research

It will be your job to first, pull out the facts from your research on your selected environmental issue and inform your audience, and second, to re-represent those facts in your own expository essay. Be sure to reference all your sources correctly (including a works cited).

Your assignment submission must include:



- Outline

- Rough draft with evidence of editing

- Polished Essay in MLA Format



- 1 - 2 pages double spaced (500-800 words)

- Times New Roman, Open Sans, or Calibri 12pt font

- in-text citations and a Works Cited page (MLA)








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**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

**Learning Target(s):** Exemplary (6/6):

Effectively communicates all the important points that are presented in the provided video and article. Ideas are communicated with clarity and maturity, using vocabulary and tone that are appropriate for the context. Connections and content are clear and concise. Accomplishes the purpose with originality, individuality, maturity, and sophistication. In-text citations and works cited follow MLA format, and quotes are integrated into the student's writing seamlessly.

**Written Expression:** Exemplary (6/6):

Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization. There is clear evidence of prewriting. Responses are skillfully organized, edited and easy to read.

**Estimated Allotted Time:** 1.5 hours

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**Submission:**

This is where you will upload your assignment to your teacher for marking. You will upload the file (.docx, .pdf, .png, .ppt, etc..) containing your assignment.

Name the file with your name and the title. eg. First name Last name Write it Up





- Click *Add submission.*

- Upload the file containing your assignment under *File submission.*

- Click *Save changes.*

## U1 Assignment = 1.8 PROJECT: Communicating Change

<h3>ESSENTIAL QUESTION: Why is reconciliation important?</h3>
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#### Task:

How would we **communicate** the topic of Aboriginal Reconciliation in Canada **through** our modern lens, in a way that previous generations would understand?

You will be **creating** a project **for** an older audience, such as your grandparents (those born roughly in 1960 or earlier). This generation, when they were your age, may not have been privileged to have had open dialogue on issues such as this. They didn't learn about residential schools and the darker side of Canadian history in school.

Be sure you **review** the background information in the **Lesson 1.8 Communicating Change: Reconciliation** found at the end of Unit 1.

- Maintain a respectful approach so that you are not scolding this generation, but helping them to see our new understanding.
- Use formal vocabulary and structure so that your communication is mature and thoughtful.

#### Course Specific Project Details:

Below you will see handouts outlining the project specific to each of the five different focus areas in English 11. Please **select** and download **ONE** handout that corresponds to your enrolled course or interest:

- [New Media Project](https://wcln.ca/_LOR/course_files/EN11/Communication_Project_New_Media.pdf)
- [Composition Project](https://wcln.ca/_LOR/course_files/EN11/Communication_Project_Composition.pdf)
- [Spoken Language Project](https://wcln.ca/_LOR/course_files/EN11/Communication_Project_Spoken_Language.pdf)

Spoken Language Project

- [Creative Writing Project](https://wcln.ca/_LOR/course_files/EN11/Communication_Project_Creative_Writing.pdf)
- [Literary Studies Project](https://wcln.ca/_LOR/course_files/EN11/Communication_Project_Literary_Studies.pdf)

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**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Final product demonstrates a rich understanding of diversity within and across First Peoples societies, as well as the diverse perspectives of modern Canadians. This understanding results from thorough research and close analysis of text which is presented in a bibliography with accurate MLA formatting. Ideas are communicated clearly and respectfully, acknowledging the sensitivity of the given topic, in order to build a shared understanding.

**Ideas/Content:** Exemplary (6/6): Exemplary comprehension of project expectations. Final product represents all elements of the task. Exemplary development and presentation of ideas. Content is clear, concise and true. Accomplishes the purpose with originality, individuality, maturity, and sophistication.

**Reflection and Insight:** Exemplary (6/6): Complex connections and original ideas are included in a thoughtful response that includes specific examples of the student's learning process and growth, which has been the result of informed, fact-based, data-driven research.

**Conventions/Sentence Fluency:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written (or spoken), and carefully chosen. Final product shows maturity in vocabulary, structure, and organization. Reflection on the quality of writing is evident, resulting in few or no errors.

**Estimated Allotted Time:** 2-3 hours

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**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc..) containing your assignment.

Name the file with your name and the title. eg. First name Last name Communicating Change

- Click *Add submission.*

- <li>Upload the file containing your assignment under <em>File submission.</em></li>
- <li>Click <em>Save changes.</em></li>

</ul>

</ol>



## U1 Assignment = 1.9 Big Idea Reflection #1

<li>To show <strong style="text-align: initial;">Proficient Understanding</strong><span style="text-align: initial;"> - write at 300-600 words. Your response is focused on the big idea and begins to bring in your experience with the course as well as personal opinions.</span></li>  
</li>  
<p>To show <strong>Developing Understanding</strong> - write 200-300 words. Your response is mostly personal opinion in relation to the big idea.</p>  
</li>  
</ul>  
<hr>  
<p><span><strong>Assessment:</strong></span> Below you will find the exemplary criteria rubric used to assess the assignment.</p>  
<p style="padding-left: 40px;"><strong>Learning Target(s):</strong> Exemplary (6/6): Develops a rich understanding and makes meaningful personal connections between self and the big idea. Elaborates and explains these connections in depth, providing examples. Ideas and viewpoints are personal, but also consider the perspectives of others.</p>  
<p style="padding-left: 40px;"><b>Written Expression:</b> Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization. Responses are skillfully organized, edited and easy to read.</p>  
<p><strong>Estimated Allotted Time:</strong> 40 min</p>  
<hr>  
<p><b>Submission:</b></p>  
<p>This is where you will upload your assignment to your teacher for marking.</p>  
<p>You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.</p>  
<p>Name the file with your name and the title. eg. First name Last name Big Idea Reflection 1</p>  
<ol>  
<ul>  
<li>Click <em>Add submission.</em></li>  
<li>Upload the file containing your assignment under <em>File submission.</em></li>  
<li>Click <em>Save changes.</em></li>  
</ul>  
</ol>

## NEW (ADD) U2 Assignment = 2.0 Assignment: Novel Study Reading Plan

<span style="color: rgb(137, 126, 126);"><strong><em>Books are a uniquely portable magic</em></strong> (Stephen King).</span>
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#### Task:

- For this unit, you will choose a novel to read. This is a good time to read a novel that you had been planning to get to sometime.
- You might look at classic literature or award-winning fiction. You might want to explore a genre, such as science-fiction, mystery, fantasy, or historical fiction, that you have been wanting to learn more about.
- Above all, you should choose a novel that is new to you in some way and at or slightly above your reading level.
- This isn't the time for re-reading a favourite or whipping through something easy.
- You will need to discuss your choice with your teacher.

#### Finding a Novel

- Here is a list of [Suggested Books for English 11](https://wcln.ca/_LOR/course_files/EN11/English_11_Novels.pdf).
- Start by asking at your school for copies of the novels. Otherwise, head to your local public library or thrift store once you have an idea of what you are looking for.
- If you would like to read a classic and have a tablet or e-reader, you could look at [Project Gutenberg](https://www.gutenberg.org/) which has over 45,000 books in the public domain. It is a good place to find classics by authors such as Mark Twain, Jane Austen, and Charles Dickens.
- Some other excellent sources are [CBC Books 108 Indigenous Writers](https://www.cbc.ca/books/108-indigenous-writers-to-read-as-recommended-by-you-1.4197475) and [Canada Reads past winners](https://www.cbc.ca/books/canadareads/past-canada-reads-winners-1.4034451).&nbsp;

#### Assignment Details

This is a pre-reading activity and should be completed BEFORE you begin reading your novel. It is designed to begin a process of thought that will help you better understand your novel. It will also help you to make stronger predictions about the text as you read. First create a reading plan and then answer some questions to begin to examine your novel.

You are responsible for finding a copy of the book.

Break your book up into 4 Sections

Submit a Reading Plan to your teacher for approval.

Once you receive feedback and approval on your reading plan, you can begin reading your novel and working on the other assignments in this unit.

### Step 1: Create a Reading Plan

Once you have chosen your book, you need to create a Reading Plan:

**Divide your book into FOUR sections** (look at the chapters and ensure that the sections are approximately the same size. You should research the book on Goodreads or Amazon to get an idea of the page numbers if you are using an online book or audio book. You can use time spent on listening or reading as your guide, instead.

**Your Reading Plan should include the following:**

Your Full Name, Your book title, and author

Total Page Numbers in your book

Book Sections: 4 Sections by page number AND chapter.

Date you want to start and Date you want to finish. Try to plan with realistic expectations.

Dates you want each section completed, and the number of pages/amount of time you need to read each day.

**Example of a Reading Plan:**

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<div>Your Name: John Smith</div>
----------------------------------

Book and author: The Sweetness at the Bottom of the Pie by Alan Bradley
---

Total Pages: 370
Sections
Section 1: Ch 1-7; pages 1-91

Section 2: Ch 8-15; pages 93-178
----------------------------------

Section 3: Ch 15-21; pages 179 - 284
--------------------------------------

Section 4: Ch 22 - 27; pages 285 - 370
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Reading Plan Feb. 5, 2023 - June 1, 2023
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Section 1: Due March 5; 46 pages per day
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Section 2: Due
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April 5; 43 pages per day</em><br><em>Section 3: Due May 1; 53 pages per day</em><br><em>Section 4: Due May 25; 43 pages per day</em></td>

</tr>

</tbody>

</table>

<p>&nbsp;</p>

## <h5>Step 2: Examine Your Novel</h5>

<p>Write a paragraph (or more) explaining why you chose this novel. Be specific and detailed with your response.</p>

<p><strong>Be sure to discuss <em>at least 5</em> of the following in your response:</strong></p>

<ul>

<li style="list-style-type: none; font-style: italic;">

<ul>

<li><em>the genre</em></li>

<li><em>the author</em></li>

<li><em>the title</em></li>

<li><em>the front cover art and design</em></li>

<li><em>the summary on the back</em></li>

<li><em>your connection to the characters/protagonist</em></li>

<li><em>the setting</em></li>

<li><em>the point of view (narration - first, third, etc.)</em></li>

<li><em>whether the novel was recommended by someone</em></li>

</ul>

</li>

</ul>

## <h5>Step 3: Begin Reading & Annotate your Novel</h5>

<p>In preparation for the coming assignments and novel project, begin annotating your novel once you start reading. In the Lesson: &ldquo;How to Annotate a Novel&rdquo;, you were shown several techniques as well as the reasons why we should annotate a book that we are studying.</p>

<ul>

<li style="font-style: italic;">Feel free to purchase your own copy to annotate as you read.</li>

<li style="font-style: italic;">If you are using a borrowed copy, you will need to use sticky notes placed at the spot where you are commenting.</li>

<li style="font-style: italic;">This <strong>should not</strong> be done in a separate journal or typed in a word document.</li>

<li style="font-style: italic;">Your ideas need to be physically connected to the specific parts of the text, the language the author chooses, the moments of the plot you have questions and ideas about.</li>

</ul>

<hr>

<p><strong>Assessment:&nbsp;</strong>Below you will find the exemplary criteria used to assess the assignment.</p>

**Learning Target:** Exemplary (6/6)  
 Exemplary understanding of the assignment. Student makes a thorough attempt to explore the novel based on the limited information that the book's cover provides. Ideas are well supported and responses demonstrate maturity of thought and writing. Student has effectively prepared to read this novel.

**Written Expression:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization. Responses are skillfully organized, edited and easy to read.

**Estimated Allotted Time:** 30 min

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**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png or .ppt) containing your assignment.

Name the file with your name and the title. eg. Sally Brown Pre-Reading

- Click *Add submission*
- Upload the file containing your assignment under *File submission*
- Click *Save changes*.

## U2 Assignment = 2.1 Assignment: Reading Connections Log

```
<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>
<tbody>
<tr>
<td style="border-width: 3px; border-color: #f1c40f;" color="" #897e7e;"=""><span style="color: rgb(137, 126, 126);"><strong><em>"An apt quotation is like a lamp which flings its light over the whole sentence" (Letitia Elizabeth Landon).</em></strong></span></td>
</tr>
</tbody>
</table>
<h4>Task:</h4>
<p>As you read your chosen novel you will complete a <em>minimum</em> of <strong>15 log entries</strong> into your Reading Connections Log. &nbsp;&nbsp;&nbsp;For each entry you will complete all the columns. You will choose quotes from your novel that you find significant and have made a connection with. &nbsp;&nbsp;&nbsp;You will write the quote, the page number and an explanation of its relevance to the story. For each quote you will also write your connection to the quote or section of the story. &nbsp;&nbsp;&nbsp;We will group the outside connection in three categories: Text-to-Self, Text-to-World, or Text-to-Text. &nbsp;&nbsp;&nbsp;Be sure to go back and use the guiding questions provided previously to help make connections. It is a good organizational strategy to take notes as you read.</p>
<h5>Be sure to include:</h5>
<ul>
<li>At least 15 entries - spread out over the entire novel (not all at beginning or end)</li>
<li>Each entry must include:&nbsp;&nbsp;&nbsp;
<ul>
<li>Quote</li>
<li>Page number</li>
<li>Relevance of the chosen quote to the story (provide the context)</li>
<li>Connection type and explanation (Text-to-Self, Text-to-World, and Text-to-Text)</li>
</ul>
</li>
<li>Varied Connections
<ul>
<li>make sure you have <em>at least 3 of each type</em> of connection: Text-to-Self, Text-to-World, and Text-to-Text</li>
</ul>
</li>
<li>Clearly organized and labeled chart (using the following document to complete your assignment):
<ul>
```

```

<li><a href="https://wcln.ca/_LOR/course_files/EN11/Reading_Connections_Log.pdf"
target="_blank" rel="noopener">Assignment 1 - Reading Connection Log (.PDF)</a></li>
<li><a href="https://wcln.ca/_LOR/course_files/EN11/Reading_Connections_Log.docx"
target="_blank" rel="noopener">Assignment 1 - Reading Connection Log (.DOCX)</a></li>
</ul>
</li>
</ul>
<p>&nbsp;</p>
<h5>Example Entry:</h5>
<table style="width: 89.9812%; height: 137.989px;" border="1"><colgroup><col style="width:
18.5973%;" width=""><col style="width: 7.52543%;" width="52"><col style="width: 18.776%;"
width="298"><col style="width: 55.0943%;" width="298"></colgroup>
<tbody>
<tr style="height: 30px;">
<td style="height: 30px;" colspan="4">
<p><strong>Title & Author of the Novel</strong></p>
</td>
</tr>
<tr style="height: 30px;">
<td style="text-align: center; height: 30px;">
<p><em><strong>Quote From Text</strong></em></p>
</td>
<td style="text-align: center; height: 30px;">
<p><em><strong>Page</strong></em></p>
</td>
<td style="text-align: center; height: 30px;">
<p><em><strong>Relevance to Story</strong></em></p>
</td>
<td style="text-align: center; height: 30px;">
<p><em><strong>Connection Type and Explanation</strong></em></p>
</td>
</tr>
<tr style="height: 77.989px;">
<td style="text-align: center; height: 77.989px;">
<p dir="ltr" style="text-align: center;"><em>"John couldn't believe his eyes, it was more
beautiful than he had ever imagined."</em></p>
</td>
<td style="height: 77.989px;">
<p style="text-align: center;"><em>93</em></p>
</td>
<td style="height: 77.989px;">
<p><em>This is where John, the main character, walked in to see his new home after years of
struggling to make ends meet.</em></p>
</td>

```



<p>&lt;p&gt;&lt;em&gt;Text-to-Self: I can identify with this. &amp;nbsp;It reminds me of when we moved from our apartment to our families first house. &amp;nbsp;We each had our own rooms and a yard all to ourselves. I went from room to room, finding my favorite spots.&amp;nbsp; I connect with his feelings of happiness.&amp;nbsp; I find it emotional, too, when I overcome an obstacle and experience an achievement because of hard work.&lt;/em&gt;&lt;/p&gt;</p>
---

&nbsp;

---

<p><strong>Assessment:&nbsp; </strong>Below you will find the exemplary criteria used to assess the assignment.&nbsp;&nbsp;</p>

<strong>Learning Target(s):</strong>&nbsp;(6/6 Exemplary):</div>

All entries thoroughly and thoughtfully explain a variety of connections to the text that are unique, insightful, and show an excellent understanding of key elements of the novel.&nbsp; Examples show maturity in understanding of world and greater community.</div>

<strong>Organization and Conventions:</strong>&nbsp;(6/6 Exemplary):&nbsp;</div>

The reading connections log is complete with the required number of entries, properly formatted with page number and quotes and clearly written.&nbsp;&nbsp;Examples are thoroughly explained and relevant.&nbsp;&nbsp;The assignment has clearly been edited for spelling, grammar, punctuation and fluency.&nbsp; The language used is mature and enhances the overall tone.</div>

---

<b>Submission:</b>

<p>This is where you will upload your assignment to your teacher for marking.</p>

<p>You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.</p>

<p>Name the file with your name and the title.&nbsp;eg. First name Last name Reading Connections Log</p>

- Click&nbsp;<em>Add submission.</em></li>
- Upload the file containing your assignment under <em>File submission.</em></li>
- Click <em>Save changes.</em></li>

Page 25 of 85

## U2 Assignment = 2.2 Assignment: Reflective Journal

### Task:

Once you have completed reading your novel, write your **personal reaction** to it by developing your own literary analysis.

You will be required to write **5 PARAGRAPHS** (one for each topic outlined below). For each topic you will show your understanding based on your reading. You can approach the topic in various ways:

- Did you see yourself in the book?
- Did you have an insight into why things are the way they are?
- What did you learn that you didn't know before?
- What bearing does this novel have on the world today? And on you?
- How do the literary elements contribute to your understanding?
- Is this a book you would recommend other Grade 11 students read?

### Five Areas of Analysis and Reflection

- Plot, setting, characters, point of view
- Theme and other abstract ideas like mood and tone or irony to enhance the meaning of the work
- Style – use of syntax, diction, language, organization, structure
- Personal relevance - show areas of growth and learning
- Literary analysis - making connections, synthesizing

**Download and use the questions in the word document below** to support your analysis for each of the five topics. Feel free to discuss aspects of the novel you find interesting, even if it goes beyond what you see in the questions.

- [Journal questions](https://wcln.ca/_LOR/course_files/EN11/Reflective_Journal_Questions.pdf)  
**Assignment 2.2: Reflective Journal Questions**

### NOTE:

- You will find **lessons in Unit 3 and Unit 4** to support you in this analysis
- The questions above and in the word document are not meant to be answered as a set of questions; rather, use them to **guide your thinking and reflection** (and as such, you do not have to answer every question).
- You are **NOT** to **research** information - this is a **PERSONAL** response to the reading in relation to each topic, so ensure it's personal to you and write in the first person point of view (I, me, my)



**Conventions/Sentence Fluency** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written (or spoken), and carefully chosen. Composition shows maturity in vocabulary, structure, and organization. Reflection on the quality of writing is evident, resulting in few or no errors.

---

**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.

Name the file with your name and the title. eg. First name Last name Reflective Journal

- Click **Add submission.**
- Upload the file containing your assignment under **File submission.**
- Click **Save changes.**

## U2 Assignment = 2.3 Assignment: Novel Study Project

### Task:

During this entire unit we have focused on making connections to our novels. For your final novel study project, you will choose ONE of the project mediums from the list below to display your understanding of ALL THREE Connection Areas:

Text-to-Self

Text-to-World

Text-to-Text

Review notes on these connection areas in the Lessons in Unit 2: Independent Novel Study found on the main page of the course. You can use your annotations and the quotations you selected in the reading connections log to help communicate your understanding of characters, setting, and theme.

Your Project should include the following:

**Part**

A: Text-to-Self will focus

on CHARACTERS and your personal connection to them. You will choose a character from the novel and display your understanding of their situation, choices, relationships, actions or reactions throughout their development. You will compare these to your own life and how you may have handled, understood, or challenged the situation. This is your chance to show your understanding of character analysis and how you relate or not, to the character.

**Part B: Text-to-Text** will focus on SETTING and how it influences the story. You will find another novel or media and discuss how the two settings are similar or different and how they affect the characters and plot. This is your chance to show your understanding of various literary features of written work and how they affect the overall story.

**Part C: Text-to-World** will focus on THEME and how your novel can be connected to the real world. You will first identify a theme from your novel and then demonstrate your understanding of it in relation to a real-world example. You may connect it to a real-world news story or to your life as a high school student. Make sure to display a strong understanding of theme, and how you connect with it. Your theme should be written as a complete sentence.

### Project Form Choices

You will create a project that shows your understanding of the three parts above &ndash; how you organize and develop your project is up to you. If you choose a simple project, your mark will likely reflect that. Choose a medium that will best suit your abilities and the course format. Below is a list of options to choose from:

Podcast

Video TedTalk

- <li>Vlog Book Talk(s)</li>
- <li>Slide Presentation</li>
- <li>Series of Infographics / Concept Maps</li>
- <li>Series of Blog Posts</li>
- <li>Longer Editorial on a topic raised in the novel</li>
- <li>Formal Essay</li>
- <li>Series of Letters (to the author, to the characters, from characters, to a Member of Parliament, etc.)</li>
- <li>Memoir (character point of view)</li>

</ul>

<p><em>\*\*\*if you have a different idea for a project medium that you feel will best display the depth of your understanding of the three parts, contact your teacher to discuss your ideas.</em></p>

---

<p><span><strong>Assessment:</strong></span><span></strong></span>Below you will find the exemplary criteria used to assess the assignment.</p>

<p><strong>Estimated Allotted Time:</strong><span></strong></span>4-6 hours</p>

---

<p><strong>Submission</strong>:</p>

<p>This is where you will upload your assignment to your teacher for marking.</p>

<p>You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.</p>  
<p>Name the file with your name and the title.&nbsp; eg. First name Last name Novel Study Project</p>  
<ol>  
<ul>  
<li>Click <em>Add submission.</em></li>  
<li>Upload the file containing your assignment under&nbsp;<em>File submission.</em></li>  
<li>Click <em>Save changes.</em></li>  
</ul>  
</ol>

### U3 Assignment = 3.1 Assignment: Descriptive Writing

```
<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>
<tbody>
<tr>
<td style="border-width: 3px; border-color: rgb(241, 196, 15);"><span style="color: rgb(137, 126, 126);"><strong><em>&ldquo;I can't conceive of anything being more varied, rich and handsome than planet earth; its crowning beauty is the natural world. I want to soak it up, to understand it ... then put it together and express it in my painting. This is the way I want to dedicate my life&rdquo; <br>(Robert Bateman).</em></strong></span></td>
</tr>
</tbody>
</table>
<h4>Task:</h4>
<ul>
<li><strong>Read</strong> about Canadian artist and naturalist, <a href="http://robertbateman.ca/biography.html" target="_blank" rel="noopener">Robert Bateman</a> who has been identified as one of the top 100 environmental proponents of the 20th century by the <a href="https://www.audubon.org/" target="_blank" rel="noopener">Canadian Audubon Society</a>.
<ul>
<li>The Bateman Foundation is a not-for-profit organization to encourage dialogue about humanity's relationship to the natural world (<a href="https://en.wikipedia.org/wiki/Robert_Bateman_(painter)" target="_blank" rel="noopener">wikipedia</a>).</li>
<li>Bateman's art is his communication of his connection and personal identification to nature.</li>
<li>His paintings are a beautiful portrayal of the Canadian natural identity.</li>
</ul>
</li>
<li><strong>Select</strong> one of Robert Bateman's paintings from the website below to describe.
<ul>
<li><a href="https://www.artcountrycanada.com/batemanbiog.htm" target="_blank" rel="noopener">Bateman's website</a> has a full compilation of his work.</li>
<li>Choose a scene you connect to or that speaks to you.</li>
</ul>
</li>
<li><strong>Plan</strong> and <strong>write</strong> a descriptive paragraph of at least <strong>200 words</strong> that appeals to the <strong>5 senses</strong> and incorporates at least <strong>3 examples of figurative language</strong>: simile, metaphor, hyperbole.
<ul>
```



- Effective descriptive writing should enable the reader to visualize the scene being set.
- Word choices should emphasize the meaning and impact of the place.

- Include the image of your choice of painting in your document.

**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Exemplary comprehension of the task and clear accomplishment of the objective. Student uses specific language including sensory details to evoke specific emotions and senses in the reader and to show and shape meaning and impact. There is a clear connection to place.

**Written Expression:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization.

**Estimated Allotted Time:** 30 min.

**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.

Name the file with your name and the title. eg. First Name Last Name Descriptive Writing




- Click **Add submission.**
- Upload the file containing your assignment under **File submission.**
- Click **Save changes.**

## U3 Assignment = 3.2 Assignment: Personal Identity

```
<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>
```

```
<tbody>
```

```
<tr>
```

```
<td style="border-width: 3px; border-color: #f1c40f; text-align: center;"><span style="color: #897e7e;"><strong><em>"I don't want to be anybody but myself" (Angela Shelf Medearis).</em></strong></span></td>
```

```
</tr>
```

```
</tbody>
```

```
</table>
```

```
<h4>Task:</h4>
```

For this assignment, you will examine your personal identity **both** internally and **externally** using **both** direct and **indirect** characterization. Download and complete both parts of this assignment directly in the word document (or pdf) below:

```
<ul>
```

```
<li><span><a rel="noopener"
```

```
href="https://wcln.ca/_LOR/course_files/EN11/Personal_Identity.pdf"
```

```
target="_blank"><span><span>Assignment 2 - Personal Identity Response  
Worksheet</span>&nbsp;<span>(.PDF)</span></a></span></li>
```

```
<li><span><span><a rel="noopener" title="Personal Identity"
```

```
href="https://wcln.ca/_LOR/course_files/EN11/Personal_Identity.docx"
```

```
target="_blank"><span>Assignment 2 - Personal Identity Response Worksheet  
(.DOCX)</span></a></span></span></li>
```

```
</ul>
```

```
<h5>Part A: Your Internal and External Identity</h5>
```

Complete the graphic organizer below to describe your personal identity and examine how you understand yourself in relation to others. Reflect on your brainstorming, in full sentences, using the questions below:

```
<ol>
```

```
<li>Compare your internal and external identity. Is there a difference? Why or why  
not?&nbsp;</li>
```

```
<li>How do different aspects of your personality (your word choices) allow you to connect to  
others close to you? to the world?&nbsp;</li>
```

```
<li>How do you see yourself in relation to others, not only human but those belonging to the  
wider living world? Where do you fit in best?&nbsp;</li>
```

```
</ol>
```

```
<h5>Part B: "Nonconformist" by Angela Shelf Medearis</h5>
```

Answer the following questions in complete sentences:

**PRE-READING THOUGHTS:**

```
<ol>
```

<li>What are your thoughts on conformity? What is it? Is it okay to follow someone else's lead and their expectations? We are safe, there are no surprises, and everyone is happy because we are all believing in the same things. We all get along... right?</li>

<li>Do you tend to conform to other peoples' ideals to make things "easier"? If you had to choose would you say conformity was positive or negative? Why do people conform? Are there people who don't?</li>

Then **read** the poem **"Nonconformist"** by Angela Shelf Medearis (below) and answer the questions that follow.

**POST-READING THOUGHTS:**

<ol>

<li>"Nonconformist" reflects a person's struggle with her own identity. Her language and word choices construct her personal identity. Describe the personality of the speaker. Use 2 quotations from the poem to support your analysis? Make sure that your quotations are effectively integrated into the sentence structure and that you cite them correctly using MLA format.</li>

- Discuss how the speaker's self-esteem affects her identity.

<li>What is the irony in this poem? Explain clearly.</li>

<center>

--

<tbody>

|
  |

##### Nonconformist

**by Angela Shelf Medearis**

I don't want to be anybody

but myself.

So, I shaved little lines

in my head and

dyed my hair purple

and green

(with just a hint of orange)

and pierced my nose and

hung a gold earring in it.

AS AN EXPRESSION OF WHO I AM

(who am I?)

Of course,

I waited until someone else did it first.

I didn't want anyone to think I'm

weird.

You know what I mean?

```

</tr>
</tbody>
</table>
</center>
<p>&nbsp;&nbsp;</p>
<hr>
<p><b>Assessment:&nbsp;&nbsp;</b>Below you will find the exemplary criteria used to assess
the assignment.</p>
<p style="padding-left: 40px;"><strong>Learning Target(s):</strong>&nbsp;&nbsp;Exemplary
(6/6):&nbsp;&nbsp; Exemplary comprehension of the task and clear accomplishment of the
objective.&nbsp;&nbsp; Student uses direct and indirect characterization to describe personal identity
and is then able to connect and identify personal perspectives in text.&nbsp;&nbsp;&nbsp;</p>
<p style="padding-left: 40px;"><strong>Written Expression:&nbsp;&nbsp;</strong> Exemplary
(6/6):&nbsp;&nbsp; Sentence structure and vocabulary are varied, skillfully written, and carefully
chosen.&nbsp;&nbsp; Work has been proofread and there are few or no errors in spelling,
capitalization, punctuation, and grammar.&nbsp;&nbsp; Content contributes to the central idea and
makes insightful connections with logical organization.</p>
<p><span><strong>Estimated Allotted Time:</strong>&nbsp;&nbsp;</span><span>45 min. to 1
hour</span></p>
<hr>
<p><b>Submission:&nbsp;&nbsp;</b></p>
<div class="box generalbox book_content">
<div class="no-overflow">
<p>This is where you will upload your&nbsp;&nbsp;assignment&nbsp;&nbsp;to your teacher for marking.</p>
</div>
</div>
<p>You will upload the&nbsp;&nbsp;file (.docx, .pdf, .png, .ppt, etc.)&nbsp;&nbsp;containing your
assignment.&nbsp;&nbsp;</p>
<p>Name the file with your name and the title.&nbsp;&nbsp; eg. First Name Last Name Personal
Identity</p>
<ol>
<ul>
<li>Click<em>Add submission.</em></li>
<li>Upload the file containing your assignment under <em>File submission.</em></li>
<li>Click<em>Save changes.</em></li>
</ul>
</ol>

```

## U3 Assignment = 3.3 Assignment: Cultural Identity

<div data-bbox="709 1955 906 1997" data-label="Page-Footer"><p>Page 37 of 85</p></div>
--

- include symbols, places, ideas, events that make up your personal and cultural identity.
- be 24 &ndash; 40 lines long
- be in MLA Format

---

**Assessment:**Below you will find the exemplary criteria used to assess the assignment.   

**Learning Target(s):**   Exemplary (6/6):    Exemplary comprehension of the task and clear accomplishment of the objective.    Student makes exemplary connections between text, self, and world. Student analyzes and communicates comprehension and perspective of cultural identity astutely.

**Written Expression:**    Exemplary (6/6):    Sentence structure and vocabulary are varied, skillfully written, and carefully chosen.    Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar.    Content contributes to the central idea and makes insightful connections with logical organization.

**Estimated Allotted Time:** 30 min.

---

**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.

Name the file with your name and the title.    eg. First Name Last Name Cultural Identity

- Click *Add submission.*
- Upload the file containing your assignment under *File submission.*
- Click *Save changes.*

### U3 Assignment = 3.4 Assignment: Symbolism

<p>Task:</p> <p>For this assignment, you will <a href="https://wcln.ca/_LOR/course_files/EN11/Totem_Thomas_King.pdf" rel="noopener" target="_blank">read the short story "Totem"</a> by <a href="https://www.thecanadianencyclopedia.ca/en/article/thomas-king" rel="noopener" target="_blank">Thomas King</a> and answer the questions in the document below in complete sentences. Complete your assignment directly in the following worksheet:</p> <ul style="list-style-type: none"> <li><a href="https://wcln.ca/_LOR/course_files/EN11/Symbolism_Response_Worksheet.pdf" rel="noopener" target="_blank">Assignment 4 - Symbolism Response Worksheet (.PDF)</a></li> <li><a href="https://wcln.ca/_LOR/course_files/EN11/Symbolism_Response_Worksheet.docx" rel="noopener" target="_blank">Assignment 4 - Symbolism Response Worksheet (.DOCX)</a></li> </ul>	<p>Below you will find the exemplary criteria used to assess the assignment.</p> <p><b>Learning Target(s):</b> Exemplary (6/6): Exemplary comprehension of the task and clear accomplishment of the objective. Student demonstrates an exemplary ability to access information and communicate understanding. Student recognizes the role of story in First Peoples' text and can demonstrate depth of understanding of the diversity in First Peoples' societies.</p> <p><b>Written Expression:</b> Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar.</p>
---	---

Content contributes to the central idea and makes insightful connections with logical organization.</p>

<p><b>Estimated Allotted Time:</b>1 hour</p>

<hr>

<p><b>Submission</b></p>

<p>This is where you will upload your assignment to your teacher for marking.</p>

<p>You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.</p>

<p>Name the file with your name and the title.&nbsp;eg. First Name Last Name

Symbolism</p>

<ul>

<li>Click <i>Add submission.</i></li>

<li>Upload the file containing your assignment under <i>File submission.</i></li>

<li>Click <i>Save changes.</i></li>

</ul>



## U3 **FORUM** = ASSIGNMENT 3.5: Culture in Film FORUM

### Task

For this discussion forum post, write a **film critique** as it pertains to relationships and cultural contexts that exist among plot, setting, and theme.

- Choose a play or a movie to analyze. Be sure to include the title, year released, director, and studio in your first sentence.
- Write a **200-300 word critique** of the film's portrayal of culture.
- This is **NOT** a plot summary. Consider how culture is portrayed in the movie:
- Are there stereotypes? Is it positive or negative?
- This is **NOT** a movie review, but rather a focus on its use of setting, plot, and theme to describe a culture or highlight stereotypes presented in film.

- [Click here for a sample film critique](https://wcln.ca/_LOR/course_files/EN10/Sample_Film_Critique.pdf)
- [Click here for an explanation on how to write movie critiques](https://custom-writing.org/blog/writing-tips/free-critique-paper-writing-tips/119.html)

- 



**Note:** These links are for general movie critiques. Your goal is to critique/analyze the movie's representation of culture. You will not write a full movie critique.

### Be sure you:

- Post your critique in the **3.5 FORUM: Culture in Film** found on the main page of the course by clicking Add a New Discussion Topic. Use the title of the film as your title.
- Reply/Respond to your classmates' critiques by clicking on their topic and selecting **Reply**. Try using the following prompts to guide your response to another post:
- "I wonder...", "I know...", "I can..."
- Complete this forum self-assessment and submit to **3.5 FORUM: Culture in Film Self Assessment** on the main page of the course.

- [Self-Assessment Rubric - PDF](https://wcln.ca/_LOR/course_files/EN11/FORUM_SELF_EVALUATION_English_11.pdf)
- [Self-Assessment Rubric - DOCX](https://wcln.ca/_LOR/course_files/EN11/FORUM_SELF_EVALUATION_English_11.docx)>.

---

**Assessment:** Below you will find the 4 criteria used to self-assess the assignment. Consider them as you respond to the prompt.

<ol>

- Follows Instructions**

- Thoughtfulness of response**

**Support for stated position**

- Response to another discussion**

**Estimated Allotted Time: 30 min.**

## U3 Assignment = ASSIGNMENT 3.5: Culture in Film FORUM

This is where you will submit your self-assessment.  You will not receive a mark for your forum post until you submit your self-assessment.

[Self-Assessment Rubric - PDF.](https://wcln.ca/_LOR/course_files/EN11/FORUM_SELF_EVALUATION_English_11.pdf)

[Self-Assessment Rubric - PDF.](https://wcln.ca/_LOR/course_files/EN11/FORUM_SELF_EVALUATION_English_11.pdf)

[Self-Assessment Rubric - DOCX.](https://wcln.ca/_LOR/course_files/EN11/FORUM_SELF_EVALUATION_English_11.docx)

[Self-Assessment Rubric - DOCX.](https://wcln.ca/_LOR/course_files/EN11/FORUM_SELF_EVALUATION_English_11.docx)

## U3 Assignment = 3.6 Meaning Through Language and Performance

<div><h5 style="text-align: center;">The way we present our information is tied to our identity.</h5><p style="text-align: center;">How do artists communicate their perspectives? How is personal identity conveyed in language and performance techniques?</p></div>
--

### Task:

In this assignment you will discuss how an artist's message is conveyed through language and performance techniques. You will take point-form notes on all three performances below, and then select one for which to write a personal response paragraph.

- [PrufRock Shadowrunner & Countdown](https://youtu.be/FiafUylikrI)**  
Based in Ottawa, Shadowrunner is a member of the city's slam team, and also DJs, raps, and acts.
- [Katie Makkai & Pretty](https://www.youtube.com/watch?v=M6wJI37N9C0)**  
Makkai is a veteran poetry slammer. [Click here for the text version.](https://genius.com/Katie-makkai-pretty-annotated) *\*Be aware there is a swear word in this performance.*
- [Sabrina Benaim & Explaining My Depression to My Mother](https://youtu.be/aqu4ezLQEUa)**  
Sabrina Benaim describes herself as a poet, dance party enthusiast and Slytherin. [Click here for the text version.](https://genius.com/Sabrina-benaim-explaining-my-depression-to-my-mother-annotated)

</li>  
 </ul>  
 <p>&nbsp;</p>  
 <h5>Steps:</h5>  
 <ol>  
 <li>Watch each performance and take <strong>point form notes</strong> in a  
 <strong>chart</strong> like the one below:  
 <ul>  
 <li>Key Idea (theme, message)</li>  
 <li>Evidence (quotes, description of performance elements that show the key idea)</li>  
 <li>Copy-and-paste the chart below into a word document to help you organize your notes</li>  
 </ul>  
 </li>  
 <li><strong>Select one</strong> to analyze in depth and write a <strong>personal response  
 paragraph of approximately 250 words</strong> in which you discuss how the artist&rsquo;s  
 message is conveyed through performance techniques. Make sure you provide specific  
 examples from the performance to support your analysis. Remember, this is a personal  
 response, so you should use &ldquo;l, me, my&rdquo; and address the following:  
 <ul>  
 <li><strong>Identity and Message</strong>&nbsp;</li>  
 <ul>  
 <li>What is the main idea of the performance?</li>  
 <li>Who has created this message? Who is the message for (target audience)?</li>  
 <li>How are personal, social, and/or cultural identities conveyed in the performance?</li>  
 </ul>  
 </li>  
 <li><strong>&nbsp;<a href="https://wcln.ca/\_LOR/course\_files/EN12/Types\_of\_Language.pdf" target="\_blank" rel="noopener">Language</a> (handout)</strong>  
 <ul>  
 <li>Focus on the words the speaker uses&nbsp;</li>  
 <li>Think about earlier lessons on theme, tone, mood, symbolism, etc.&nbsp;</li>  
 <li>What rhetorical strategies does the speaker use to convey the message?&nbsp;</li>  
 <li>What is the developmental structure?</li>  
 </ul>  
 </li>  
 <li><strong><a href="https://wcln.ca/\_LOR/course\_files/EN12/Voice\_and\_Performance\_Techniques.pdf" target="\_blank" rel="noopener">Performance Techniques</a> (handout)&nbsp;</strong>  
 <ul>  
 <li>What voice techniques does the speaker use to convey the message?</li>  
 <li>Consider the performance techniques used: sound, intonation, facial/body language, eye  
 contact, movement, placement, background imagery, props, colour, etc.&nbsp;</li>  
 <li>How does the performance help viewers understand the message?</li>  
 <li>How does the performance elevate the message?</li>  
 </ul>  
 </li>  
 </ol>  
 </div>

```

</ul>
</li>
</ul>
</li>
</ol>
<p><em><strong>*** Submit your completed chart (like the one below) along with your
paragraph response.</strong></em></p>
<table style="border-collapse: collapse; width: 100.014%; height: 205.943px;"
border="1"><colgroup><col style="width: 14.8648%;"><col style="width: 15.3337%;"><col
style="width: 36.265%;"><col style="width: 33.4653%;"></colgroup>
<tbody>
<tr style="height: 20px;">
<td style="text-align: center; height: 20px;"><strong>Performance</strong></td>
<td style="text-align: center; height: 20px;"><strong>Artist</strong></td>
<td style="text-align: center; height: 20px;"><strong>Key Ideas</strong></td>
<td style="text-align: center; height: 20px;"><strong>Evidence</strong></td>
</tr>
<tr style="height: 61.946px;">
<td style="text-align: center; height: 61.946px;"><a
href="https://youtu.be/FiafUylikrI?si=Ork9BPn08P4ngPI4" target="_blank"
rel="noopener">Countdown</a></td>
<td style="text-align: center; height: 61.946px;">PrufRock Shadowrunner</td>
<td style="text-align: center; height: 61.946px;">&nbsp;</td>
<td style="text-align: center; height: 61.946px;">&nbsp;</td>
</tr>
<tr style="height: 61px;">
<td style="text-align: center; height: 61px;"><a
href="https://www.youtube.com/watch?v=M6wJI37N9C0" target="_blank"
rel="noopener">Pretty</a></td>
<td style="text-align: center; height: 61px;">Kattie Makkai</td>
<td style="text-align: center; height: 61px;">&nbsp;</td>
<td style="text-align: center; height: 61px;">&nbsp;</td>
</tr>
<tr style="height: 62.9972px;">
<td style="text-align: center; height: 62.9972px;"><a href="https://youtu.be/aqu4ezLQEUa"
target="_blank" rel="noopener">Explaining My Depression to My Mother</a></td>
<td style="text-align: center; height: 62.9972px;">Sabrina Benaim</td>
<td style="text-align: center; height: 62.9972px;">&nbsp;</td>
<td style="text-align: center; height: 62.9972px;">&nbsp;</td>
</tr>
</tbody>
</table>
<p>&nbsp;</p>

```

**Source:** Balser, Erin. "7 Must See Canadian Poetry Performances". *CBC Books*. 29 August 2017. <https://www.cbc.ca/books/7-must-see-canadian-poetry-performances-1.4266637>

&nbsp;

**Example:**

In 2007, Steve Jobs, co-founder of Apple, unveiled the first *iPhone* during Apple's Macworld keynote, marking a crucial moment in the company's history and a revolutionary new project. &nbsp;[His keynote speech](https://www.youtube.com/watch?v=MnrJzXM7a6o) is still noted as one of the best presentations of all time. &nbsp;Watch his presentation and assess how he uses language and performance techniques to communicate his message. Review the  [Meaning Through Performance Guide](https://wcln.ca/_LOR/course_files/EN11/Meaning_Through_Performance_KEY.pdf) as you [watch the video](https://www.youtube.com/watch?v=MnrJzXM7a6o).

---

**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Exemplary comprehension of the task and clear accomplishment of the objective. Student recognizes language, and voice and performance techniques and how they contribute to meaning. Student clearly communicates how the speaker's point of view and identity is conveyed through language and performance.

**Written Expression:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization.

**Estimated Allotted Time:** 1 hour

---

**Submission**

This is where you will upload your assignment to your teacher for marking. You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.

Name the file with your name and the title. eg. First name Last name Meaning Through Language and Performance

- Click *Add submission.*
- Upload the file containing your assignment under *File submission.*
- Click *Save changes.*

</ul>  
</ol>



## U3 Assignment = 3.8 Project: Experiences Shape Identity

<p>Below you will see handouts outlining the project specific to each of the five different focus areas in English 11.&nbsp; Please <strong>select and download ONE</strong> handout that corresponds to your enrolled course or interest:</p>

<ul>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Personal\_and\_Cultural\_Identity\_Project\_New\_Media.pdf" target="\_blank" rel="noopener"><span style="text-decoration: underline; color: #0000ff;"><span style="color: #0000ff; text-decoration: underline;">New Media</span></span></a></li>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Personal\_and\_Cultural\_Identity\_Project\_Composition.pdf" target="\_blank" rel="noopener"><span style="text-decoration: underline; color: #0000ff;"><span style="color: #0000ff; text-decoration: underline;">Composition</span></span></a></li>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Personal\_and\_Cultural\_Identity\_Project\_Spoken\_Language.pdf" target="\_blank" rel="noopener"><span style="text-decoration: underline; color: #0000ff;"><span style="color: #0000ff; text-decoration: underline;">Spoken Language</span></span></a></li>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Personal\_and\_Cultural\_Identity\_Project\_Creative\_Writing.pdf" target="\_blank" rel="noopener"><span style="text-decoration: underline; color: #0000ff;"><span style="color: #0000ff; text-decoration: underline;">Creative Writing</span></span></a></li>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Personal\_and\_Cultural\_Identity\_Project\_Literary\_Studies.pdf" target="\_blank" rel="noopener"><span style="text-decoration: underline; color: #0000ff;"><span style="color: #0000ff; text-decoration: underline;">Literary Studies</span></span></a></li>

</ul>

<hr>

<p><strong>&nbsp;</strong><strong>Assessment:&nbsp;&nbsp;</strong>Below you will find the exemplary criteria used to assess the assignment.&nbsp;&nbsp;</p>

<p style="padding-left: 40px;"><b>Learning Target(s):</b> Exemplary (6/6):<b></b>Final product demonstrates a rich understanding of how experiences shape identity and how identity constructs meaningful and personal connections to self, text, and the world. This understanding results from thorough research and close analysis of texts, language, and the author’s intent which is presented in a works cited list with accurate MLA formatting.&nbsp; Students recognize experiences are formative in identity creation and clearly communicate how identity is necessary for building relationships and connection to others, to the world, and to ourselves.</p>

<p style="padding-left: 40px;"><strong>Ideas/Content:&nbsp;</strong>Exemplary (6/6): Exemplary comprehension of project expectations.&nbsp;Final product represents all elements of the task.&nbsp;Exemplary development and presentation of ideas.&nbsp;&nbsp;&nbsp;Content is

clear, concise and true. &nbsp;Accomplishes the purpose with originality, individuality, maturity, and sophistication.</p>

<p style="padding-left: 40px;"><b>Reflection and Insight: </b>Exemplary (6/6):<b>

</b>Complex connections and original ideas are included in a thoughtful response that includes specific examples of the student&rsquo;s learning process and growth, which has been the result of informed, fact-based, data-driven research.</p>

<p style="padding-left: 40px;"><b>Conventions/Sentence Fluency: </b>Exemplary (6/6):<b>

</b>Sentence structure and vocabulary are varied, skillfully written (or spoken), and carefully chosen. Composition shows maturity in vocabulary, structure, and organization. Reflection on the quality of writing is evident, resulting in few or no errors.</p>

<p dir="ltr"><strong>Estimated Allotted Time:</strong>&nbsp;2-3 hours</p>

<hr>

<p><b>Submission:</b></p>

<p>This is where you will upload your assignment to your teacher for marking.</p>

<p>You will upload the file (.docx, .pdf, .png, .ppt, etc..) containing your assignment.</p>

<p>Name the file with your name and the title.&nbsp;eg. First name Last name Experiences Shape Identity</p>

<ol>

<ul>

<li>Click <em>Add submission.</em></li>

<li>Upload the file containing your assignment under <em>File submission.</em></li>

<li>Click <em>Save changes.</em></li>

</ul>

</ol>

## U3 Assignment = 3.9 Big Idea Reflection #2

<h3><strong>The Big Idea:</strong> Texts are socially, culturally, geographically, and historically constructed.</h3>
---

#### Task:

English 11 is designed around a set of big ideas. These are meant to guide our thinking as we explore the concepts that are presented to us across the course.

In a **multi-paragraph journal response**, explain your understanding (and interpretation) of the Big Idea (above) "Texts are socially, culturally, geographically, and historically constructed." As you develop your response, use the following to support your thinking:

- What does this big idea mean to you?
- Why does it matter?
- Make connections between the big idea and specific aspects of the course and your experience.
- Consider the things you've discovered in this course so far - the texts you've read, the ideas you've developed, the assignments you've worked on.
- provide specific examples from the unit in your response
- Consider your experiences outside of this course - how might they impact your understanding of this big idea? Be specific.

#### Proficiency Scale:

- To show **Extending Understanding** - write 600-800 words, you write in multi-paragraph form and make specific connections between the big idea and the course content as well as your personal experiences. You elaborate and explain the connections with specific examples.
- To show **Proficient Understanding** - write at 300-600 words. Your response is focused on the big idea and begins to bring in your experience with the course as well as personal opinions.

- To show **Developing Understanding** - write 200-300 words. Your response is mostly personal opinion in relation to the big idea.

---

**Assessment:** Below you will find the exemplary criteria rubric used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Develops a rich understanding and makes meaningful personal connections between self and the big idea. Elaborates and explains these connections in depth, providing examples. Ideas and viewpoints are personal, but also consider the perspectives of others.

**Written Expression:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization. Responses are skillfully organized, edited and easy to read.

**Estimated Allotted Time:** 40 min

---

**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.

Name the file with your name and the title. eg. First name Last name Big Idea Reflection 1

- Click *Add submission.*
- Upload the file containing your assignment under *File submission.*
- Click *Save changes.*

## U4 Assignment = 4.1 Assignment: The Strength of the Human Spirit

```
<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>
<tbody>
<tr>
<td style="border-width: 3px; border-color: #f1c40f;" color="" #897e7e;"=""><span style="color: rgb(137, 126, 126);"><strong><em>"We cannot walk alone. And as we walk, we must make the pledge that we shall march ahead. We cannot turn back... Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood" (Martin Luther King Jr.).</em></strong></span></td>
</tr>
</tbody>
</table>
<h4>Task:</h4>
<p><strong>Choose two examples</strong> of influential voices from <strong>two different categories below.</strong> For each one, you will brainstorm ideas using the skills you learned from the<strong> 4.1 Lessons using the template below</strong>. Submit a completed template for each of your chosen examples.</p>
<ul>
<li><a title="StrengthoftheHumanSpirit.docx" href="https://wcln.ca/_LOR/course_files/EN11/Strength_of_the_Human_Spirit_Planning_Template.docx" target="_blank" rel="noopener">Strength of the Human Spirit Template - DOCX</a></li>
<li><a title="Strength_of_the_Human_Spirit.pdf" href="https://wcln.ca/_LOR/course_files/EN11/Strength_of_the_Human_Spirit_Planning_Template.pdf" target="_blank" rel="noopener">Strength of the Human Spirit Template - PDF</a></li>
</ul>
<h5>As part of each template you will include:</h5>
<ul>
<li>the form of your chosen example, the title, and author</li>
<li>how Ethos, Logos and Pathos were demonstrated</li>
<li>rhetorical devices you observed and at least two direct quotes demonstrating the rhetorical devices used - minimum 2 sentences per quote ("quote" (line #), shows simile by...). Practice using quotation marks correctly.</li>
<li>theme - minimum 2 sentences <em>(A theme of Maya Angelou's poem, "Still I Rise" is...this is evident through...)</em></li>
<li>historical purpose and importance - 2-4 sentences (<em>In "Still I Rise",</em> <em>Maya Angelou gave a voice to...</em></li>
<li>your own rationale for choosing this piece. - 2-4 sentences <em>(I chose Maya Angelou's poem "Still I Rise" because...)</em></li>
<li>a summary - 2-4 sentences<em> (The poem, "Still I Rise", by Maya Angelou is about...)</em></li>
```

</ul>

<h5>As you listen to, read, or view each piece, consider the following:</h5>

<ul>

<li>Read, view, or listen to your chosen pieces at least three times - the first to find connection, the second to find meaning, and the third to find evidence.</li>

<li>Choose pieces from different forms to focus on for your assignment (example: a speech and a poem).</li>

<li>Choose pieces that you connect to (personally, religiously, because of the message, content, speaker); however, consider pieces that you are not very familiar with.</li>

<li><em>If </em>questions form and you <em>choose</em> to do some research and find some answers, include those points in your assignment, along with citations in MLA format.</li>

</ul>

<table style="border-collapse: collapse; border-width: 1px; border-style: hidden; width: 68.8275%; height: 552px;" border="1" cellpadding="10">

<tbody>

<tr style="height: 300px;">

<td style="border-width: 1px; padding: 10px; width: 52.0962%; height: 300px;">

<h5>Speeches</h5>

<p>What to the Slave is the Fourth of July &ndash; Frederick Douglass<br>The Decision to Go to the Moon &ndash; John F. Kennedy<br>Nobel Peace Prize Acceptance Speech &ndash; William Faulkner<br>We Shall Fight on the Beaches &ndash; Winston Churchill<br>Chief Joseph's Surrender Speech &ndash; Chief Joseph and the Nez Perce Tribe<br>Quite India &ndash; Mahatma Gandhi<br>Freedom or Death &ndash; Emmeline Nakhurst<br>Ain't I a Woman &ndash; Sojourner Truth<br>Freedom From Fear &ndash; Aung San Suu Kyi<br>On the Pulse of Morning &ndash; Maya Angelou<br>UN Climate Change Speech - Greta Thunberg</p>

</td>

<td style="border-width: 1px; padding: 10px; width: 43.2925%; height: 300px;" valign="top">

<h5>Poems</h5>

<p>Still I Rise &ndash; Maya Angelou<br>This is the Place - Tony Walsh<br>The Road Not Taken &ndash; Robert Frost<br>Dulce et Decorum Est &ndash; Wilfred Owen<br>Invictus &ndash; William Ernest Henley <br>'Hope' is the thing with feathers - Emily Dickinson<br>Perhaps the World Ends Here - Joy Harjo <br>&nbsp;</p>

<p>&nbsp;</p>

</td>

</tr>

<tr style="height: 252px;" valign="top">

<td style="border-width: 1px; padding: 10px; width: 52.0962%; height: 252px;">

<h5>Songs</h5>

<p>Zombie &ndash; Cranberries<br>We Shall Overcome &ndash; Pete Seeger<br>Revolution &ndash; The Beatles<br>I Want to Break Free &ndash; Queen<br><span>What's Going On &ndash; Marvin Gaye</span><br>Bloody Sunday &ndash; U2<br>Imagine &ndash; John Lennon<br>The Revolution Will Not Be Televised &ndash; Gil Scott Heron<br>A Change is Gonna Come &ndash; Sam Cooke<br>Get Up Stand Up &ndash; Bob Marley</p>

<p>What if I had 3 Minutes to Change the World? - Asia Greene</p> <p>Changing the World one Word at a Time - Get Lit</p> <p>This Poem Will Change your Life - Rudy Francisco</p> <p>59 - Harry Baker</p> <p>Smile - Rhiannon McGavin</p> <p>Can We Autocorrect Humanity? - Prince Ea</p> <p>Why are Muslims So - Detroit Team</p> <p>Therapy Session - Atlanta Team</p> <p>To This Day - Shane Koyczan</p> <p>i am greffiti - Leanne Betasamosake Simpson</p>
---

---

**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Students can read, view or listen to understand, evaluate and analyze the examples to demonstrate how literary elements, techniques, and devices enhance and shape meaning and impact. Students consider the examples through a critical, creative and reflective lens to demonstrate meaning within and beyond the text.

**Written Expression:** Exemplary (6/6): Sentence structure and vocabulary are skillfully written and carefully chosen. Work has been proofread and there are no errors in spelling, capitalization, punctuation or grammar. Template content is complete to assignment requirements and makes insightful, mature connections with logical information and inclusions.

**Estimated Allotted Time:** 40 minutes (per selection: 80 minutes total)

---

**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.

Name the file with your name and the title. eg. First name Last name Strength of the Human Spirit

- Click **Add submission.**
- Upload the file containing your assignment under **File submission.**
- Click **Save changes.**



## U4 Assignment = 4.2 Assignment: Effective Editorial

<p>Persuasive writing, in the form of editorials, is used in news writing to help readers form their own opinions about the world.</p>

<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>

<tbody>

<tr>

<td style="border-width: 3px; border-color: #f1c40f;" color="" #897e7e;"=""><span style="color: rgb(137, 126, 126);"><strong><em>"What a newspaper needs in its news, in its headlines, and on its editorial page is terseness, humor, descriptive power, satire, originality, good literary style, clever condensation, and accuracy, accuracy, accuracy!" (Joseph Pulitzer).</em></strong></span></td>

</tr>

</tbody>

</table>

<h4>Task:</h4>

<ol>

<li>Review the Lesson "4.2 How to Write an Effective Editorial)

<ul>

<li>Refer to the <span style="text-decoration: underline; color: #0000ff;"><a href="https://wcln.ca/\_LOR/course\_files/Eng11/editorial-strategies.docx" target="\_blank" rel="noopener">persuasive editorial techniques</a></span> writers use to persuade their readers</li>

</ul>

</li>

<li>Choose an editorial article from your local newspaper (print or online) to analyze using the worksheet linked below:

<ul>

<li>Make sure it's an editorial and not a regular news article</li>

<li>Include the title, news source, author, and date of the editorial in the worksheet.

<ul>

<li><a style="text-align: initial;" title="Effective Editorial .docx" href="https://wcln.ca/\_LOR/course\_files/EN12/Effective\_Editorial.docx" target="\_blank" rel="noopener"><span style="color: #0000ff; text-decoration: underline;">Effective Editorial.docx</span></a></li>

<li><a style="text-align: initial;" title="Effective Editorial .pdf" href="https://wcln.ca/\_LOR/course\_files/EN12/Effective\_Editorial.pdf" target="\_blank" rel="noopener"><span style="color: #0000ff; text-decoration: underline;">Effective Editorial.pdf</span></a></li>

</ul>

</li>

</ul>

</li>  
 </ol>  
 <hr>  
 <p><b>Assessment:&nbsp;  </b> Below you will find the exemplary criteria used to assess the assignment. </p>  
 <p style="margin-left: 30px;"><strong>Learning Target(s): </strong>Exemplary (6/6): Students can identify key elements of a newspaper editorial and evaluate the effectiveness persuasive writing techniques. <span color="#000000"><span face="Calibri">Students will demonstrate how to </span></span><span color="#000000"><span face="Calibri">evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact.</span></span></p>  
 <p style="margin-left: 30px;"><span color="#000000"><span face="Calibri"><strong>Written Expression: </strong>Exemplary (6/6): Responses show understanding, analyses and insight with complete content to assignment requirements including specific and thoughtful connections and responses. There is sophistication of thought which is fully developed. <span>Work has been proofread and there are no errors in spelling, capitalization, punctuation or grammar.</span></span></span></p>  
 <p><strong>Estimated Time Allotment:</strong><strong> </strong>30 minutes</p>  
 <hr>  
 <p><strong>Submission:</strong></p>  
 <p>This is where you will upload your assignment to your teacher for marking.</p>  
 <p>You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.</p>  
 <p>Name the file with your name and the title. eg. First name Last name Effective Editorial</p>  
 <ol>  
 <ul>  
 <li>Click <em>Add submission.</em></li>  
 <li>Upload the file containing your assignment under <em>File submission.</em></li>  
 <li>Click <em>Save changes.</em></li>  
 </ul>  
 </ol>

## U4 Assignment = 4.3 Assignment: Evaluate and Defend

<strong><em>"The aim of argument, or of discussion, should not be victory, but progress" (Joseph Joubert).</em></strong>
--

#### Task:

Choose an article from [The Daily News Article Archive](https://www.studentnewsdaily.com/archive/daily-news-article/%20) and **compose an argument** for **both sides** of the issue.

- For each argument (1 for and 1 against) you should include:
  - facts, quotes, and evidence to support
  - emotions
  - concerns
  - fears
  - consideration of bias, contradictions, distortions, and omissions
  - information that might help both parties better understand each other
- End your assignment with a paragraph evaluating which argument you think is stronger and use the skills from the Unit 4 lessons to defend your thinking.
- NOTE:** This is **NOT** a **research** assignment. Base your information on the content in the article you choose.
- Include a Works Cited in MLA format with the source information for the article you chose to analyze.

---

**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Students can reflect on the importance of considering multiple perspectives and write from multiple perspectives on an issue. Responses are expressed and supported with evidence, with recognition of bias, contradictions, distortions, and omissions. Students can demonstrate an understanding of the role of personal, social and cultural contexts, values and perspectives.

Arguments show complexity and insight; are skillfully written and utilize techniques and devices. Citation is correctly formatted.

**Written Expression:** Exemplary (6/6): Work has been proofread and there are no errors in spelling, punctuation or grammar. Content is complete to assignment requirements and shows specific and thoughtful connections and responses.

**Estimated Allotted Time:** 45 minutes

---

**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.

Name the file with your name and the title. eg. First name Last name Evaluate and Defend




- Click **Add submission.**
- Upload the file containing your assignment under **File submission.**
- Click **Save changes.**

## U4 Assignment = 4.4 Assignment: Pitch and Persuade

```
<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>
<tbody>
<tr>
<td style="border-width: 3px; border-color: #f1c40f;" color="" #897e7e;"=""><span style="color: rgb(137, 126, 126);"><strong><em>An elevator pitch is a quick synopsis of your idea. It's called an elevator pitch because it should be short enough to present during a brief elevator ride.</em></strong></span></td>
</tr>
</tbody>
</table>
<h4>Task:</h4>
<ul>
<li>Create a 30-45 second audio-recorded elevator pitch of your proposed solution to a leading issue in today's world (poverty, equity, 2SLGBTQIA+, water, discrimination, reconciliation, etc.).</li>
<li>Be sure to include the issue, your connection, solution, and steps your audience can take to help.</li>
<li>Keep Ethos, Logos and Pathos in mind to connect your audience to your issue.</li>
<li>Use economical editing to be as concise as possible.</li>
</ul>
<h5>Your presentation will</h5>
<ul>
<li>Be an <strong>audio</strong> recording of yourself, that is 30-45 seconds long</li>
</ul>
<ul>
<li>Include YOU as a clearly audible speaker</li>
</ul>
<ul>
<li>Have a clear and creative message</li>
</ul>
<ul>
<li>Feel very polished and professional</li>
</ul>
<ul>
<li>Demonstrate clear and effective communication skills</li>
</ul>
<h5>Example Advertisement</h5>
<p>The video below is an example of an Advertisement for Kindness Awareness. <strong>Note:</strong>You are writing an elevator pitch, which is a short plan, rather than a full advertisement like the one below.</p>
```

<iframe  
src="https://www.youtube.com/embed/K9vFWA1rnWc?list=PL5BodeonRq5qh3FF7b3Izh4IJ\_RD  
ufHVs" width="640" height="360" frameborder="0" allow="accelerometer; autoplay;  
encrypted-media; gyroscope; picture-in-picture" allowfullscreen=""></iframe></p>

##### <h5>Resources for Creating an Elevator Pitch</h5>

<ul>

<li><a href="https://www.indeed.com/career-advice/career-development/perfect-elevator-pitch" target="\_blank" rel="noopener">How to Create the Perfect Elevator Pitch in 6 Steps</a></li>

<li><a

href="https://www.thebalancemoney.com/elevator-speech-examples-and-writing-tips-2061976" target="\_blank" rel="noopener">How to Create an Elevator Pitch (with Examples)</a></li>

</ul>

<hr>

<p><strong>Assessment: </strong>Below you will find the exemplary criteria used to assess the assignment.</p>

<p style="margin-left: 30px;"><strong>Learning Target(s):</strong> Exemplary (6/6): Students can demonstrate critical, creative and reflective thinking to explore ideas within, between, and beyond texts, viewings. Students can recognize and identify the role of personal, social, and cultural contexts, values and perspectives in texts. Students can transform ideas and information to create original texts, using various genres, forms, structures and styles. Pitch shows complexity, creativity of thought and insight.</p>

<p style="margin-left: 30px;"><strong>Oral Presentation: </strong><span>Exemplary (6/6): Final product is of professional quality and demonstrates great attention to detail in its delivery. Spoken word can be clearly heard without distraction and is delivered with appropriate passion and inflection to support the overall message. </span><span>Presentation is delivered in an interesting, natural, and informative manner.</span></p>

</div>

<p><b>Estimated Allotted Time:</b> 45 minutes</p>

<hr>

<p><strong>Submission:</strong></p>

<p>This is where you will upload your <span>assignment </span>to your teacher for marking.<br>You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.</p>

<p>Name the file with your name and the title. eg. First name Last name Pitch for Change Campaign</p>

<ol>

<ul>

<li>Click <em>Add submission.</em></li>

<li>Upload the file containing your assignment under <em>File submission.</em></li>

<li>Click <em>Save changes.</em></li>

</ul>

</ol>

## U4 **FORUM** = 4.5 FORUM: What's the Issue?

```
<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>
```

```
<tbody>
```

```
<tr>
```

```
<td style="border-width: 3px; border-color: #f1c40f;" color="" #897e7e;"=""><span style="color: rgb(137, 126, 126);"><strong><em>"It is better to debate a question without settling it than to settle a question without debating it" (Joseph Joubert).</em></strong></span></td>
```

```
</tr>
```

```
</tbody>
```

```
</table>
```

```
<h4>Task:</h4>
```

<p>Pose a strongly worded question in the forum for others to discuss and then add a response to another student's question using the persuasive techniques you have learned.</p>

```
<ul>
```

```
<li>In looking through questions posed by others, offer your opinion (think thesis statement) considering how to be both persuasive and clear within a sentence or two.</li>
```

```
<li>Your question should be focused on current issues that you feel passionate about, but also an issue that others can engage in with a high level of emotional connection.</li>
```

```
</ul>
```

```
<h5><span>Some issues you might consider:</span></h5>
```

```
<ul>
```

```
<li>Attitudes towards people who have been disempowered</li>
```

```
<li>Abortion</li>
```

```
<li>Death penalty and society</li>
```

```
<li>Euthanasia</li>
```

```
<li>Divisions of labour depending on gender</li>
```

```
<li>Gender differences in salary</li>
```

```
<li>Unemployment in the country</li>
```

```
<li>The problem of homelessness and its solutions</li>
```

```
</ul>
```

```
<h5>Be sure you:</h5>
```

```
<ol>
```

```
<li>Post your example in the <strong>4.5 FORUM: What's the Issue</strong> by clicking
```

```
<em>Add a New Discussion Topic. </em>Use your issue as your title.</li>
```

```
<li>Reply/Respond to your classmates' questions by clicking on their topic and selecting<nbsp;<em>Reply</em>. Try using the following prompts to guide your response to another post: <em>"I wonder...", "I know...", "I can..."</em></li>
```

```
<li>Complete this forum self-assessment and submit to <strong>4.5 FORUM: What's the Issue</strong> <strong>Self Assessment</strong> on the main page of the course.
```

```
</ul>
```

[Click here for the PDF version of the self-assessment rubric](https://wcln.ca/_LOR/course_files/EN11/FORUM_SELF_EVALUATION_English_11.pdf)

[Click here for the WORD version of the self-assessment rubric](https://wcln.ca/_LOR/course_files/EN11/FORUM_SELF_EVALUATION_English_11.docx)

---

**Assessment:** Below you will find the 4 criteria used to self-assess the assignment. Consider them as you respond to the prompt.

- Follows Instructions
- Thoughtfulness of response
- Support for stated position
- Response to another discussion

**Estimated Allotted Time:** 30 min.



## U4 Assignment = 4.5 FORUM Mark: What's the Issue? Self-Assessment

<p>This is where you will submit your self-assessment. You will not receive a mark for your forum post until you submit your self-assessment.</p>

<p>Self-Assessment Rubric - <a

href="https://wcln.ca/\_LOR/course\_files/EN11/FORUM\_SELF\_EVALUATION\_English\_11.pdf" target="\_blank" rel="noopener">PDF</a></p>

<p>Self-Assessment Rubric - <a

href="https://wcln.ca/\_LOR/course\_files/EN11/FORUM\_SELF\_EVALUATION\_English\_11.docx" target="\_blank" rel="noopener">DOCX</a></p>

## U4 Assignment = 4.6 Project: Personal Passion Project

- What would you like to change if you could? What problems or policies do you think should be addressed &mdash; whether something global, like climate change, or something closer to home, like a later start time for your high school classes? Make as long a list as you can.
- What issues, topics and fields are you passionate about? Make a list. Your list might include fields as broad as &ldquo;music&rdquo; or as specific as &ldquo;the early days of hip-hop.&rdquo; What questions or controversies in these fields do experts or fans often argue? Where do you stand?
- What do you do outside of school? What are some things&nbsp;<em>you&rsquo;re</em>&nbsp; an expert on? What aspects of those hobbies or interests do you find yourself having to explain to others? Why?
- What issues or ideas do you often find yourself discussing or arguing about with friends, your family or online?
- What issues or controversies have you followed recently in current events? What are your opinions about them? What might you need more information about?

**Step 1:** Decide on a topic.

Here are some links to topics to consider:

- <a href="https://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/" target="\_blank" rel="noopener">200 Prompts for Argumentative Writing</a>
    - <a href="https://www.nytimes.com/column/learning-student-opinion" target="\_blank" rel="noopener">Student Opinion Topics</a>

**Step Two:** Gather ideas and facts: Keep track of your bibliographic information for the final Works Cited list.

**Step Three:** Create an <strong><a href="https://wcln.ca/\_LOR/course\_files/EN10/GenericEssayOutline.doc" target="\_blank" rel="noopener">Outline</a></strong>

**Step Four:** Create Your <strong>Draft</strong>

**Step Five:** Proofread and Edit based on this <strong><a href="https://wcln.ca/\_LOR/course\_files/EN10/Persuasive\_Essay\_Editing\_Checklist.doc" target="\_blank" rel="noopener">Checklist</a></strong>

##### All students will be required to:

- Use the skills that you have developed in this course
- Research the given topic so that you become an expert on it
- Keep an MLA-style Works Cited list that will be turned in with your final product
- Develop a persuasive product that informs its reader of the topic.

### Course Specific Project Details:

Below you will see handouts outlining the project specific to each of the five different focus areas in English 11. Please select and download the handout that corresponds to your course or interest.

- [New Media Project](https://wcln.ca/_LOR/course_files/EN11/Personal_and_Social_Responsibility_Project_New_Media.pdf)
- [Composition Project](https://wcln.ca/_LOR/course_files/EN11/Personal_and_Social_Responsibility_Project_Composition.pdf)
- [Spoken Language Project](https://wcln.ca/_LOR/course_files/EN11/Personal_and_Social_Responsibility_Project_Spoken_Language.pdf)
- [Creative Writing Project](https://wcln.ca/_LOR/course_files/EN11/Personal_and_Social_Responsibility_Project_Creative_Writing.pdf)
- [Literary Studies Project](https://wcln.ca/_LOR/course_files/EN11/Personal_and_Social_Responsibility_Project_Literary_Studies.pdf)

---

**Assessment:** Below you will find the exemplary criteria used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Final project demonstrates a creative, critical, and reflective understanding of the chosen topic. This understanding results from thorough research and close analysis of texts and author's intent as

well as a clear personal connection to the topic. Research is formatted accurately according to MLA formatting. Final product demonstrates a rich understanding of persuasive writing strategies to create meaningful and personal connections to self, text, and the world, exploring idea within, between, and beyond texts.

**Ideas/Content: Exemplary (6/6):** Exemplary comprehension of project expectations. Final product represents all elements of the task. Exemplary development and presentation of ideas. Content is clear, concise and true. Ideas are communicated clearly and respectfully, acknowledging the sensitivity of the topic, in order to communicate understanding. Accomplishes the purpose with originality, individuality, maturity, and sophistication.

**Reflection and Insight:** Exemplary (6/6): Complex connections and original ideas are included in a thoughtful response that includes specific examples of the student's learning process and growth, which has been the result of informed, fact-based, data-driven research. Student demonstrates a strong, convincing point of view with in depth thought and creative solutions.

**Conventions/Sentence Fluency:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written (or spoken), and carefully chosen. Composition shows maturity in vocabulary, structure, and organization. Reflection on the quality of writing is evident, resulting in few or no errors.

**Estimated Allotted Time:** 2-3 hours

---

**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc..) containing your assignment.

Name the file with your name and the title. eg. First name Last name Passion Project

- 

- Click *Add submission.*
- Upload the file containing your assignment under *File submission.*
- Click *Save changes.*

## U4 Assignment = 4.7 Big Idea Reflection #3

To show **Developing Understanding** - write 200-300 words. Your response is mostly personal opinion in relation to the big idea.

**Assessment:** Below you will find the exemplary criteria rubric used to assess the assignment.

**Learning Target(s):** Exemplary (6/6): Develops a rich understanding and makes meaningful personal connections between self and the big idea. Elaborates and explains these connections in depth, providing examples. Ideas and viewpoints are personal, but also consider the perspectives of others.

**Written Expression:** Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization. Responses are skillfully organized, edited and easy to read.

**Estimated Allotted Time:** 40 min

**Submission:**

This is where you will upload your assignment to your teacher for marking.

You will upload the file (.docx, .pdf, .png, .ppt, etc.) containing your assignment.

Name the file with your name and the title. eg. First name Last name Big Idea Reflection 1

Click *Add submission.*

Upload the file containing your assignment under *File submission.*

Click *Save changes.*

## U5 Assignment = 5.1 Genre and its Purpose

<strong><em>Everything's science fiction until someone makes it science fact" (Ray Bradbury).</em></strong>
---

#### Task:

**Review** Lesson 5.1 and **read** the articles below to understand speculative fiction, its purpose, and its conventions, while developing **note-taking** skills and reading strategies to gather information:

- [What is Speculative Fiction?](https://www.masterclass.com/articles/what-is-speculative-fiction-defining-and-understanding-the-different-genres-of-speculative-fiction#the-history-of-speculative-fiction)
- [Innovation and Science Fiction](https://wcln.ca/_LOR/course_files/EN11/theschooloflife.com-Innovation_and_Science_Fiction.pdf)

**Complete** the following pre-reading ,during-reading, and after-reading **questions** directly in the worksheet **linked** below. Be sure to write in **full sentences** and make specific reference to the articles in your responses:

- [Genre and Its Purpose Worksheet - DOCX](https://wcln.ca/_LOR/course_files/EN11/Genre_and_Its_Purpose.docx)
- [Genre and its Purpose Worksheet - PDF](https://wcln.ca/_LOR/course_files/EN11/Genre_and_Its_Purpose.pdf)

---

**Assessment:**

**Learning Target:** Exemplary (6/6): Exemplary comprehension of the task and clear accomplishment of the



objective. Student clearly recognizes and understands how different forms, formats, structures, and features of texts enhance and shape meaning. All activities are complete and correctly answered. Ideas generated are thoughtful and unique.

**Written Expression:**  
Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful connections with logical organization. Responses are skillfully organized, edited and easy to read.

**Estimated Allotted Time:**  
60-90 minutes

**Submission:**

This is where you will upload your assignment to your teacher for marking.  
You will upload the file (.docx, .pdf, .png or .ppt) containing your assignment.

Name the file with your name and the title. eg. Last name First name Genre and Its Purpose

Click *Add submission*

Upload the file containing your assignment under *File submission*

Click *Save changes*.

## U5 Assignment = 5.2 Assignment: Interpreting Elements of fiction

<div data-bbox="711 1957 906 1997" data-label="Page-Footer"><p>Page 74 of 85</p></div>
--

<li>List the characters in the story and which character type they are. Provide a reason for each one supporting how you know. Setting (All Summer in a Day)</li>  
 <li>What is the setting of the story (time and place)?</li>  
 </ol>  
 <h5>Point of View (<a href="https://wcln.ca/\_LOR/course\_files/EN11/all\_summer\_in\_a\_day.pdf" target="\_blank" rel="noopener">All Summer in a Day</a></h5>  
 </ol>  
 <li>What is the point of view of the story? How do you know?</li>  
 <li>How does the point of view affect the reader's understanding of the events and theme?</li>  
 </ol>  
 <h5>Theme & Symbolism (<a href="https://wcln.ca/\_LOR/course\_files/EN11/all\_summer\_in\_a\_day.pdf" target="\_blank" rel="noopener">All Summer in a Day</a></h5>  
 </ol>  
 <li>What symbols do you notice in this story? What meaning do they illustrate?&nbsp;</li>  
 <li>Write a statement describing what you think the theme of the story is with reference to specific elements of the plot, characters, symbolism, etc.</li>  
 </ol>  
 <hr>  
 <div><strong>Assessment: </strong>Below you will find the exemplary criteria used to assess the assignment.</div>  
 <div><strong>Learning Target(s):</strong> Exemplary (6/6): Exemplary comprehension of the task and clear accomplishment of the objective. Student clearly recognizes and understands how different forms, formats, structures, and<b> </b>features of texts<b> </b>enhance and shape meaning. All activities are complete and correctly answered. Ideas generated are thoughtful and unique. Student demonstrates the ability to think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.</div>  
 <div>  
 <p><strong>Written Expression: </strong> Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has been proofread and there are few or no errors in spelling, capitalization, punctuation, and grammar.&nbsp;< Content contributes to the central idea and makes insightful connections with logical organization. Responses are skillfully organized, edited and easy to read.<o:p></o:p></p>  
 <div>  
 <p><strong>Estimated Allotted Time: </strong> 60-90 minutes</p>  
 <hr></div>  
 <p><b>Submission:</b></p>  
 </div>  
 <div>  
 <p>This is where you will upload your <strong>assignment </strong>to your teacher for marking.</p>  
 </div>

<p>You will upload the<strong> file (.docx, .pdf, .png or .ppt) </strong>containing your assignment.</p>  
<p>Name the file with your name and the title. eg. First name Last name Interpreting Elements of Fiction</p>  
<ol>  
<ul>  
<li>Click <em>Add submission</em></li>  
<li>Upload the file containing your Log post under <em>File submission</em></li>  
<li>Click <em>Save changes</em>.</li>  
</ul>  
</ol>

## U5 Assignment = 5.3 Comparing Styles

```
<table style="border-collapse: collapse; width: 640px; border-width: 3px; background-color: #fbee8; border-color: #F1C40F;" border="1" align="center"><colgroup><col style="width: 99.9222%;"></colgroup>
<tbody>
<tr>
<td style="border-width: 3px; border-color: #f1c40f;" color="" #897e7e;"=""><span style="color: rgb(137, 126, 126);"><strong><em>"Sometimes it's beautiful and we fall in love with all that story. Even after a thousand pages we don't want to leave the world the writer has made for us, or the make-believe people who live there" (Stephen King).</em></strong></span></td>
</tr>
</tbody>
</table>
<h4>Task:</h4>
<p><strong>Read</strong> the passages below by Stephen King and Cherie Dimaline:</p>
<ul>
<li><a href="https://wcln.ca/_LOR/course_files/EN11/Rita_Hayworth_and_the_Shawshank_Redemption.n.pdf" target="_blank" rel="noopener">"Rita Hayworth and the Shawshank Redemption"</a> by Stephen King</li>
<li><span><em><a href="https://wcln.ca/_LOR/course_files/EN11/Cherie_Demaline_The_Marrow_Thieves.pdf" target="_blank" rel="noopener">The Marrow Thieves</a> </em>by Cherie Dimaline</span></li>
</ul>
<p><strong>Compare</strong> the <strong>style</strong> of the two excerpts directly in the graphic organizer "Comparing Styles" linked below:</p>
<ul>
<li><a href="https://wcln.ca/_LOR/course_files/EN11/Comparing_Style.pdf" target="_blank" rel="noopener">Comparing Styles - PDF</a></li>
<li><a href="https://wcln.ca/_LOR/course_files/EN11/Comparing_Style.docx" target="_blank" rel="noopener">Comparing Styles - DOCX</a></li>
</ul>
<hr>
<p><strong>Assessment:</strong> Below you will find the exemplary criteria used to assess the assignment.</p>
<p style="padding-left: 40px;"><strong>Learning Target(s): </strong>Exemplary (6/6): Exemplary comprehension of the task and clear accomplishment of the objective. Student analyzes and communicates comprehension and perspective astutely. Student can recognize and understand how literary elements, techniques, and features of texts enhance and shape meaning and impact. Student demonstrates rich understanding of style in the comparison of two short stories and completion of the graphic organizer.</p>
<p style="padding-left: 40px;"><strong>Written Expression: </strong> Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written, and carefully chosen. Work has
```

been proofread and there are no errors in spelling, capitalization, punctuation, and grammar. Content contributes to the central idea and makes insightful, mature connections with logical organization.

**Estimated Allotted Time**: 40 min

---

**Submission:**

This is where you will upload your **assignment** to your teacher for marking. You will upload the **file** (.docx, .pdf, .png or .ppt) **containing your assignment**.

Name the file with your name and the title. eg. First name Last name Comparing Styles




- Click *Add submission*
- Upload the file containing your Log post under *File submission*
- Click *Save changes*.

## U5 Assignment = 5.4 Show, Don't Tell

<div data-bbox="712 1959 906 1997" data-label="Page-Footer"><p>Page 79 of 85</p></div>
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<p><strong>Estimated Allotted Time:</strong> 60 minutes</p>  
<hr>  
<p><strong>Submission:</strong></p>  
<p>This is where you will upload your <strong>assignment </strong>to your teacher for marking.</p>  
<p>You will upload the<strong> file (.docx, .pdf, .png or .ppt) </strong>containing your assignment.</p>  
<p>Name the file with your name and the title. eg. First name Last name Show Don't Just Tell</p>  
<ol>  
<ul>  
<li>Click <em>Add submission</em></li>  
<li>Upload the file containing your Log post under <em>File submission</em></li>  
<li>Click <em>Save changes</em>.</li>  
</ul>  
</ol>



## U5 Assignment = 5.5 Project: Story Pitch

<h3>ESSENTIAL QUESTION: What if?</h3>
---------------------------------------

### Overall Project Summary and Steps:

For this project, you will create an outline of a speculative fiction narrative that imagines a future where a current world issue has developed.

### You will:

- select** a **current issue** and brainstorm how it will develop in the future.
- use** [formal plot structure](https://wcln.ca/_LOR/course_files/EN11/Course_Resources/Plot%20Outline.pdf) (review Lesson 5.2 and Class Handouts for plot).
- present** and pitch your idea to a publisher to promote a: novel, graphic novel, podcast, course syllabus, movie, or storytelling website project that you have developed.
- incorporate** both **narrative** (show, don't tell) and **persuasive** styles of writing.
- review** Lessons 5.1 and 5.5 on **Speculative Fiction**

**Step 1:** **Decide on a current world issue.** Research [speculative fiction ideas](https://www.writingforward.com/storytelling/creative-writing-prompts-from-the-future). Brainstorm your narrative.

**Step 2: Create** **a** [plot outline of your story](https://wcln.ca/_LOR/course_files/EN11/Course_Resources/Plot%20Outline.pdf). You don't have to write out the whole story, only the main points. However, it is at this point that it is essential that you remember the main structure of the short story. Make sure you develop your characters and your plot!! What is the theme of your narrative? What is the primary conflict? You are not limited to the plot outline template; in fact, you should develop it beyond what is presented. Personalize your narrative.

**Step 2:** **Write a short backstory** or [synopsis](https://www.merriam-webster.com/dictionary/synopsis)

rel="noopener">synopsis </a>that summarizes your narrative in a single paragraph.</span></p>

<p><span><strong>Step 3:</strong> Using persuasive language, <strong>sell your story:</strong> develop</strong> and <strong>record</strong> a sales pitch that includes all the elements of your narrative. <strong>Review</strong> Assignment 3.6 for effective performance techniques.</span></p>

##### <h5>Course Specific Projects Details:</h5>

<p>Below you will see handouts outlining the project details specific to each of the five different focus areas in English 11. Please <strong>select and download ONE handout </strong>that corresponds to your enrolled course or interest:</p>

<ul>

<li><span><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Creative\_and\_Critical\_Thinking\_New\_Media.pdf" target="\_blank" rel="noopener"><span>New Media Project</span></a></span></li>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Creative\_and\_Critical\_Thinking\_Composition.pdf" target="\_blank" rel="noopener"><span>Composition Project</span></a></li>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Creative\_and\_Critical\_Thinking\_Spoken\_Language.pdf" target="\_blank" rel="noopener"><span>Spoken Language Project</span></a></li>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Creative\_and\_Critical\_Thinking\_Creative\_Writing.pdf" target="\_blank" rel="noopener"><span>Creative Writing Project</span></a></li>

<li><a

href="https://wcln.ca/\_LOR/course\_files/EN11/Creative\_and\_Critical\_Thinking\_Literary\_Studies.pdf" target="\_blank" rel="noopener"><span>Literary Studies Project</span></a></li>

</ul>

<hr>

<p><span><strong>Assessment: </strong> </span>Below you will find the exemplary criteria used to assess the assignment.</p>

<p style="padding-left: 40px;"><b>Learning Target(s): </b>Exemplary (6/6): Final project demonstrates an exemplary ability to transform ideas and information to create original texts, using various genres, forms, structures, and styles. There is clear evidence of digital and multimedia writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and information texts. Final product demonstrates a rich understanding of speculative fiction and narrative writing processes which include setting, plot, characters, and theme.</p>

<p style="padding-left: 40px;"><b>Ideas/Content: </b>Exemplary (6/6): Exemplary comprehension of project expectations. Final product represents all elements of the task. Exemplary development and presentation of ideas. Content is clear, concise and true. Ideas are communicated clearly and respectfully and based on loose research to current world "issues". Accomplishes the purpose with originality, individuality, maturity, and sophistication.</p>

<p style="padding-left: 40px;"><b>Oral Presentation: </b>Exemplary (6/6):<b> </b>Final product is of professional quality and demonstrates effective speaking skills in a formal context

to persuade an audience including appropriate tone, clarity of speech, enthusiasm, and suitable speed. Spoken word can be clearly heard without distraction and is delivered with appropriate passion and inflection to support the pitch. Presentation is delivered in an engaging, persuasive, and informative manner.

**Conventions/Sentence Fluency:** Exemplary (6/6):

Sentence structure and vocabulary are varied, skillfully written (or spoken), and carefully chosen. Composition shows maturity in vocabulary, structure, and organization. Reflection on the quality of writing is evident, resulting in few or no errors.

**Estimated Allotted Time:** 2-3 hours

---

**Submission:**

This is where you will upload your assignment to your teacher for marking.  
You will upload the file (.docx, .pdf, .png or .ppt) containing your assignment.

Name the file with your name and the title. eg. First name Last name Sales Pitch

- 

- Click **Add submission**
- Upload the file containing your Log post under **File submission**
- Click **Save changes**.

-

## *Lesson Names to Match:*

### Unit1

- 1.1 Reading and Responding to Infographics
- 1.2 Writing Expository Paragraphs
- 1.3 Giving Credit: MLA Citations
- 1.4 Fake News and Bias
- 1.5 Sentence Structure and Expository Examples
- 1.6 Writing Expository Essays
- 1.8 Communicating Change: Reconciliation

### Unit 2 - no changes

### Unit 3

- 3.1 Descriptive Writing
- 3.2 Personal Identity
- 3.3 Cultural Identity
- 3.4 Symbolism
- 3.5 Culture in Film
- 3.6 Meaning Through Language and Performance
- 3.8 Experiences Shape Identity

#### Unit 4 - Personal and Social Responsibility: The Human Spirit (~~Connections to Nature~~)

- 4.1 Rhetoric: Ethos, Pathos, and Logos
- 4.2 Effective Editorials
- 4.3 Evaluate and Defend
- 4.4 Advertising Techniques
- 4.5 What's the Issue?
- 4.6 Passion Projects and Persuasive Writing

#### Unit 5

- 5.1 Genre and its Purpose
- 5.2 Interpreting Elements of Fiction
- 5.3 Comparing Styles
- 5.4 Show, Don't Tell
- 5.5 Speculative Fiction