

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: English

Ministry of Education Course Title: Grade 9 English, Academic

Grade Level: 9

Ministry Course Code: ENG1D

Teacher's Name: Tammy West

Developed by: Tammy West Date: September 2015

Revision Date: September 2019

Developed from: The Ontario Curriculum, Grade 9 and 10 English, 2007

Text:

Prerequisite: N/A

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 9, 2019

## ***Course Description/Rationale***

This course is designed to develop the oral communication, reading, writing and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grade 11 and 12.

## ***Overall Curriculum Expectations***

### **Oral Communication**

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### **Reading and Literature Studies**

- read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

### **Writing**

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### **Media Studies**

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

# Course Content

Unit	Length
1. Narratives Forms and Voices	25 hours
2. Drama Studies – <i>Romeo and Juliet</i>	25 hours
3. Poetic Forms and Voices	20 hours
4. Novel Study – <i>Indian Horse</i>	25 hours
5. Media Studies	15 hours
<b>Total</b>	110 hours

## Unit Descriptions

### Unit 1 – Narrative Forms and Voices

Students develop an understanding of the conventions of narrative literature and language. Students read and study a range of short narratives, including short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. They apply appropriate strategies to read, understand, and interpret narrative texts. Students use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and mood to understand and interpret narrative texts. Students demonstrate their understanding of narrative by recording their thoughts, ideas, and feelings in a variety of personal and interactive responses and by creating and sharing their own narratives. Students write descriptive and expository paragraphs, thereby providing a foundation for writing the five-paragraph essay. Ongoing personal reading and writing are essential for students to develop mature communication skills.

### Unit 2 – Drama Studies – *Romeo and Juliet*

Students apply the skills learned in the preceding units to the analysis and study of drama. Students identify, analyse, and interpret the elements of dramatic structure, character and characterization, theme, setting, and stylistic features of drama, including movement and voice. Students understand the importance of the context (social, cultural, political) in which a literary work was created. Students use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer's ability to integrate all the elements of drama to create a complex, stimulating, and satisfying work of literature. Students demonstrate their understanding by recording their thoughts, ideas, and feelings about the characters, conflicts, and themes of the work in a variety of personal and interactive responses; by writing and publishing a literary exposition; by rehearsing and performing a dramatic scene; and by creating and sharing a media work.

### Unit 3 – Poetic Forms and Voices

Students read and study a variety of poetic forms and learn to identify different types of poems (i.e., lyric, expository, didactic, narrative, dramatic). Students apply appropriate strategies to read, understand, and interpret poetic texts. They learn to understand the value of auditory devices, figurative language, and form in creating powerful poetry. During this unit, students demonstrate their understanding of poetry by writing Response Journals, explications of poems, and original poetry; by participating in class activities; by presenting poems orally; by adapting a poem to a media form; and creating a Poetry Anthology.

### Unit 4 – Novel Study – *Indian Horse*

Students will read and analyze Richard Wagamese's *Indian Horse*. Students will be given a historical overview of the residential schools as it relates to the novel. Students will be asked to complete a pre-reading assignment where they will respond to a scenario and create their own journal entries. Students will complete quizzes for each chapter to test their basic knowledge of

book. Students will study the various characters and characters throughout the novel creating their own short stories and poems. At the end of the unit, students will be given the opportunity to view the film for *Indian Horse* and write a film review while comparing it to the text.

### **Unit 5 – Media Studies**

Students will learn about the different formats of media (TV, radio, internet, newspapers) and the effects on the viewer. Students will learn about the stereotypes and biases that exist in our world today and how they may overcome. Students will learn to differentiate between fact and opinion and learn how to form their own opinions on a subject by supporting their ideas with concrete facts. Students will be creating their own advertisement and reviewing how it relates to the viewer and de-constructs preconceived notions and stereotypes.

## ***Teaching/Learning Strategies***

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include

- anticipatory discussion before students read text to allow them to make connections and preview text;
- direct instruction on skimming, scanning, and self-questioning;
- pre-teaching of key vocabulary;
- read-alouds that model strategies for predicting, monitoring comprehension,
- clarifying, making inferences, understanding text features and text organization, and distinguishing between fact and opinion;
- small-group and partner support and interaction during reading, viewing, listening, and speaking tasks;
- opportunities for rehearsal/practice/presentation;
- templates and graphic organizers as tools to understand text and make notes;
- prompts and starter statements to encourage response and reflection;
- scaffolding writing instruction using templates to guide writing; and
- use of lists as pre-writing and after reading activities.

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and exemplars.

# Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	- understand and explain the effect of specific elements of style in a variety of literary and informational texts - select and read texts for a variety of purposes - use print and electronic sources to gather information and explore ideas in written work	13
	Thinking	- make inferences based on information and ideas presented in texts - recognize, describe and correct sentence errors in oral and written communication	19
	Communication	- use a variety of forms of writing to express themselves, clarify ideas and engage the audience's attention, imagination and interest - explain how authors and editors use design elements to help convey meaning - orally communicate question via a recording device on Moodle	19
	Application	- create media works for different purposes - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing and reporting/presenting, for specific purposes and audiences	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
<b>TOTAL</b>			<b>100</b>

# Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment information is obtained through a variety of means, including the following:

- Peer feedback on blog responses
- Ongoing descriptive feedback, including descriptive feedback on students' preliminary version of their opinion essay
- Small-group conversations to develop their opinions and communication skills
- Reading journal
- Self-assessment used to revise a media form
- Observations of student's rehearsal of an oral presentation
- Conversations with student on a regular basis (synchronous and asynchronous)

Evidence of student achievement is collected from various sources, including the following:

- Observation of individual contribution in a group role-playing activity
- Ongoing observations of most consistent work, with consideration given to most recent work
- Media presentation expressing an opinion
- Novel study projects
- Opinion essay
- Final exam
- Content quizzes based on novel study

## Resources

Fox Roman. (1994). *Voices Under One Sky*. International Thomson.

Ontario Ministry of Education. (2017). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*.

Ontario Ministry of Education. (2007). *The Ontario curriculum grades 9 and 10: English*. Toronto, ON: Queen's Printer for Ontario.

Shakespeare, W. (1994). *Romeo and Juliet*. New York, New York: Penguin Books.

Wagamese, Richard. (2012). *Indian Horse: A Novel*. Douglas & McIntyre.

Welker, Glenn. (n.d.) "How Rabbit Fooled Wolf." *The Mysterious Rise and Decline of Monte Alban*, [www.indigenouspeople.net/rabbwolf.htm](http://www.indigenouspeople.net/rabbwolf.htm).

## ***Program Planning***

This course is offered to indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.