

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: Grade 9 English, Applied

Grade Level: 9

Ministry Course Code: ENG1P

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 key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 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. Novel Study – <i>Indian Horse</i>	25 hours
3. Poetic Forms and Voices	15 hours
4. Dramatic Forms and Voices	20 hours
5. Informational Forms and Voices	25 hours
Total	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, narrative poetry, myths, legends, and animated films. Students use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and atmosphere to understand and interpret narrative texts. Students record 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 a five-paragraph essay. Ongoing personal reading and writing are essential for students to develop mature communication skills.

Unit 2 – 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 3 – Poetic Forms and Voices

Students read and study a variety of poetic texts and learn to identify certain types of poems such as prose poems, limericks, concrete poems, found poems, lyrics and songs. Students also find, read and study examples of poetry and poetic language in the world around them. Students apply appropriate strategies to read, understand, and interpret poetic texts. They learn to understand the value of good sound devices in creating powerful poetry, and understand the appeals to the senses, and figurative language. During this unit, students demonstrate their understanding of poetry by writing Response Journals, explications of poems, and their own poetry; by participating in class activities; by presenting poems orally; by creating a media product; and by creating a Poetry Anthology.

Unit 4 – Dramatic Forms and Voices

Students apply the skills learned in the preceding units to the analysis and study of drama. Students identify, analyze and interpret the elements of dramatic structure, character, characterization, theme, setting and stylistic features of drama, including movement and voice. Students come to an understanding of 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 a literary exposition; by rehearsing and performing a dramatic scene; and by creating and sharing a media work.

Unit 5 – Informational Forms and Voices

Students develop an understanding of the conventions and language of informational texts. Students read and study a variety of informational texts, including newspaper and magazine articles, surveys, letters, journals, memoirs, biographies, autobiographies, web sites, databases, newsgroups, documentary films, and other media works. Students develop a variety of strategies to understand informational texts, and to distinguish between fact and opinion. Students learn how to gather, select, and use research data to create their own informational texts and presentations. The unit provides an opportunity to integrate learning across the curriculum.

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/presentations;
- 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 percent 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 percent 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 Assessment (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
TOTAL			100

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

Resources

Bemister, Margaret, and Margaret Bemister. (1917). "The Sleep Fairies." *Thirty Indian Legends*, Macmillan of Canada.

Blake, William. "The Tyger by William Blake." *Poetry Foundation*, Poetry Foundation, www.poetryfoundation.org/poems/43687/the-tyger.

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

Joe, Rita. "I Lost My Talk." *I Lost My Talk | Poetry In Voice*, <https://www.poetryinvoic.com/poems/i-lost-my-talk>.

Linderman, Frank Bird. *Indian Why Stories: Sparks from War Eagles Lodge-Fire*. University of Nebraska Press, 2004.

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*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

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

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

Taylor, Drew H. (1962). *Toronto at Dreamer's Rock*. Fifth House Publishing.

"The Legend of the Indian Paintbrush." *Google Books*,
books.google.com/books/about/The_Legend_of_the_Indian_Paintbrush.html?id=9gaYSmXMkhgC.

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

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.