

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: Grade 11 English, College Preparation

Grade Level: 11

Ministry Course Code: ENG3C

Teacher's Name: Anita Locs

Developed by: Melissa Black Date: September 2015

Revision Date: September 2019

Developed from: Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 11 and 12, English*. Toronto ON: Queen's Printer for Ontario

Text:

Prerequisite: ENG2P

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 11, 2109

Course Description/Rationale

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

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. Intro to Basics of English Expression	16 hours
2. Expressing the World Around You	16 hours
3. Formal Expression	16 hours
4. Self-Expression	16 hours
5. Expression in Novels	16 hours
6. Media Expressions	30 hours
Total	110 hours

Unit Descriptions

Unit 1 – Intro to Basics of English Expression

The first unit of the course provides opportunities for students to review basics of English Conventions such as spelling, punctuation, and paragraphing. Students are asked to use both oral and written forms of communication. They complete several tests to discover their current levels of ability.

Unit 2 – Expressing the World Around You

This unit focuses around poetry. Students are exposed to several teacher-selected texts as well as given the opportunity to experiment with writing their own poetry in a variety of forms. This unit provides opportunities for memorization and displaying/strengthening natural intelligence. The culminating activity is the creation of a class poetry portfolio from self-selected student works.

Unit 3 – Formal Expression

Students develop skills in paragraph and essay writing, moving from the five-paragraph essay format towards the five-part essay format. The culminating activity is a five-part essay on an issue of student interest. The writing process is broken down for students, allowing them to hand-in and receive feedback during the process.

Unit 4 – Self-Expression

Students gain an understanding and awareness of the benefits available to them from developing a life-long relationship with writing. Mental health is stressed during this unit which asks students to write several works that are not shared. Students develop and strengthen their metacognition towards their writing.

Unit 5 – Expression in Novels

Students develop an oral presentation in the culminating of this unit based on a novella they choose from a teacher-provided list. The activities throughout the week help students connect with their chosen novella.

Unit 6 – Media Expressions

Students distinguish fact, opinion, bias, and reliable sources in media and written works. They practice oral language and presentation skills through the creation of an infomercial. Students develop an understanding of the power of language and its use in advertising.

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 the student.

The units and culminating activities in this profile reflect the research on Multiple Intelligences, which encourages the development of linguistic, mathematical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and natural intelligences. It is important for students to have access to a variety of opportunities to present what they know according to their talents or intelligences. Such an approach builds on student interests and talent necessary to make English a highly engaging course.

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

- reading various works;
- independent study;
- media analysis;
- listening activities;
- writing processes; creative writing; writing to learn; guided writing;
- direct instruction;
- poetry;
- directed reading activities;
- expository essay writing;
- journaling;
- independent reading;
- oral presentation;
- independent research; research process; reports;
- creative media projects;
- expressing another point of view.

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, checklists, 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 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	-clear, structured reading, response to reading, comprehension questions.	13
	Thinking	-students can recognize relevant thematic issues through responses to inquiries, ability to write structured paragraphs showing all three types of sentences, essay, completion of a variety of assignments.	19
	Communication	-regular responses to reading and fulfillment of writing assignments.	19
	Application	-manifesting comprehension and application of themes in a variety of literary formats; accurate response to questions, paragraph and essay writing, speech writing, power point presentation.	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Creation of Writing Portfolio	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	100
Final Examination (15%)			

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:

- Journals
- Work samples
- Discussions
- Media works
- Questions and answers
- Prediction of events in literature
- Rubrics

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

- Ongoing observations of most consistent work, with consideration given to most recent work
- Performance
- Conversations
- Speech writing – for a target audience
- Media works
- Examinations
- Written work (essays, reports, answers, etc.)

Resources

English: Course profile, grade 11, college preparation ENG3C. (2000). Ontario: Queen's Printer for Ontario.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Highway, T. (1988). *The Rez Sisters*. Markham, ON: Fifth House Ltd.

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. (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. (2007). *The Ontario curriculum grades 11 and 12: English*. Toronto, ON: Queen's Printer for Ontario.

Youtube. (2013) *Idle no more*. Retrieved from https://www.youtube.com/watch?time_continue=13&v=ksESR2BVIqY

Youtube. (2007). *Rick Mora in Koff Beer Commercial*. Retrieved from https://www.youtube.com/watch?time_continue=2&v=7BEBgvzJvSE

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.

Special care has been given to the concept of literacy. This is not an idle word nor a characteristic that is obtained without diligent effort. To learn to read well, one must read a lot, read with understanding, and have the opportunity to recognize that literacy has particular ramifications for one's future as well as one's present. To that end, opportunity has been provided for readers to apply ideas encountered in their reading to their individual and community lives.

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.