

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: English

Ministry of Education Course Title: English, University

Grade Level: 11

Ministry Course Code: ENG3U

Teacher's Name: John Parker

Developed by: Glen Darlow Date: September 2009

Revision Date: September 2021

Developed from:

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

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2021

## **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 analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or 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**

<b>Unit</b>	<b>Length</b>
<b>1. Short Pieces: Form and Method</b>	25 hours
<b>2. Examination of Literary Forms and Issues</b>	28 hours
<b>3. Exploration of Literary Connections</b>	23 hours
<b>4. Short Pieces: Language in Media and Poetry</b>	16 hours

<b>5. Pulling it all Together</b>	18 hours
<b>Total</b>	110 hours

## ***Unit Descriptions***

### **Unit 1 – Short Pieces: Forms and Method**

Students will review and extend their understanding of literary forms and devices through engagement with a variety of short written and media texts. Students will apply their understanding in a variety of writing, including regional Indigenous writing, and writing activities, which provide an opportunity for diagnostic and formative assessment. The teacher will use these activities to plan mini-lessons for language skill improvements. Emphasis will be placed on the students' ability to identify and connect pieces with similar themes. In the final activity of the unit, students will produce a polished narrative piece of writing on a chosen theme, and also demonstrate their ability to analyze a sight passage. The students' will investigate genres and forms ranging from visual art to classic texts, including local and regional Indigenous writing as examples, that will provide them with excellent models to build analytical and comparative skills. Research skills and MLA bibliography style are used.

### **Unit 2 – Examination of Literary Forms and Issues**

Students will use the novel *One Story, One Song* by Richard Wagamase, as the basis for examination of literary forms and social and cultural issues, particularly relevant to Indigenous students. Genres of other periods will be studied briefly to compare style with this memoir (*One Story/One Song*). Literary criticism in its many forms, e.g. video, essay, parody, will be used to help students understand a variety of texts. This will lead to the culminating task in which students will write a comparative literary essay. Throughout the unit, students will also be provided with appropriate opportunities for improving language skills.

### **Unit 3 – Exploration of Literary Connections**

In this unit students will explore literary connections through a study of *Education is Our Right*, a play about Indigenous people and post-secondary education. Connections between the play and the material covered earlier in the course will be made as students examine the characters in the play, their motivations and actions, and the consequences. Students will research the background for the play, as well as focus on traditional Indigenous themes such as: food, music, language, spirituality, ceremony, regalia, and dance. Students will explore the use of language and apply their understanding of the social and cultural context for the play.

### **Unit 4 – Short Pieces: Language in Media and Poetry**

Students will have the opportunity to explore poetry from various periods in English literature representing a range of poetic styles. They will explore the use of language and poetic devices used in current media and the relationship to language used in poetry. Students will read and analyze specific poems, focusing on poetic language. Through an exploration of excerpts from older English writings, students will examine the development of the English language and compare it to language found in innovative poetry. Students will write their own poetry and create advertisements based on famous poems. The culminating activity will be an in-class essay, in which students will select a poem and critically examine it, focusing on language and poetic devices. Opportunities for language study will be continued as needed.

### **Unit 5 – Culminating Unit: Pulling it all Together**

Students will apply the skills and insights they have acquired throughout the course to the study of the novel (*One Story, One Song*). This study will require the students to apply the models of analysis studied in Units 1, 2, and 3, and demonstrate this understanding through a portfolio and a presentation. A portfolio (culled independently from assigned questions and independent reading) is a reflection of the independent research process and will include: reader's notes, a resource list, a final report, and an exploration of theme. The final oral presentation will include media work.

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

This course is organized into an eight-week series of lessons and activities that are presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Mentors in the classrooms assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual 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 are 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 are discussed at the beginning of each assignment and success criteria is provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

## ***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. 41).

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	Analyze and explain how key elements of the novel and poetic forms influence their meaning Describe how authors use rhetorical and literary devices to enhance the meaning of texts.	13
	Thinking	Explain the influence of social, historical, and traditional values and perspectives on texts and the interpretation of texts. Plan and prepare presentations by researching information and ideas.	19
	Communication	Select and use appropriate writing forms for intended purposes and audiences with a focus on essays and on other forms. Edit and proofread to produce final drafts, correctly using the grammar, usage, spelling, and punctuation conventions of standard Canadian English.	19
	Application	Apply knowledge of essay structure to organize short essays Apply a variety of reading strategies to extend vocabulary while reading	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback
- Work samples
- Class and group discussions
- Writing exercises
- Mentor observations
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversations with students

- Written work
- Culminating activity
- Exam

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## Resources

Duncan, B. (1996). *Transformations: Fiction, poetry, non-fiction and drama*. Harcourt Brace Canada.

Hemingway, E. (1952). *The old man and the sea*. Scribner.

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

Ontario Ministry of Education. (2007). *The Ontario curriculum, grade 11 and 12: English*.  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2014). *Achieving excellence: A renewed vision for education in Ontario*.  
[https://www.oise.utoronto.ca/atkinson/UserFiles/File/Policy\\_Monitor/ON\\_01\\_04\\_14\\_-\\_renewedVision.pdf](https://www.oise.utoronto.ca/atkinson/UserFiles/File/Policy_Monitor/ON_01_04_14_-_renewedVision.pdf)

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Sanders, J. S., Cobley, J., Shalvey, D., Cardy, J., Nicholson, K., Wiley, T., & Shelley, M. W. (2008). *Frankenstein: The graphic novel*. Classical Comics.

Slipperjack, R. (1987). *Honour the sun*. Pemmican.

Slipperjack, R. (2008). *Dog tracks: A novel*. Fifth House.

Taylor, D. H. (1990). *Toronto at dreamer's rock: and, Education is our right: Two one act plays*. Fifth House.

Toulouse, P.R. (2016). What matters in Indigenous Education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Wagamese, R. (2011). *One Story, One Song*. Douglas & McIntyre.

## ***Program Planning***

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.