

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: Grade 12 English, Workplace Preparation

Grade Level: 12

Ministry Course Code: ENG4E

Teacher's Name: Tammy West

Developed by: Tammy West Date: January 2016

Revision Date: September 2019

Developed from: The Ontario Curriculum, Grade 11 and 12 English, 2007

Text:

Prerequisite: Grade 11 English, Workplace Preparation

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 9, 2019

Course Description/Rationale

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures, write summaries, reports, resumes, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

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. Rights and Issues in the Workplace	30 hours
2. Stereotypes	20 hours
3. Future Opportunities	30 hours
4. Global Issues	20 hours
Total	110 hours

Unit Description

Unit 1 – Rights and Issues in the Workplace

This introductory unit uses health and safety concerns as a context for developing the communication skills for the workplace. This unit examines health and safety concerns as they relate to students on a personal level. This unit also looks at workers' rights and their responsibilities in maintaining a workplace environment that is ethical and free from discrimination and harassment. Investigating the role of legislation and unions in maintaining the work environment is also an important aspect of the course. Students finish the unit by completing a culminating activity based on one of the issues studied.

Unit 2 – Stereotypes

Students examine and analyse how people from different groups are represented in literature and in various media forms. Students are given the opportunity to identify and explore various forms of stereotypes and non-traditional jobs. Throughout this unit, students gain an understanding of how stereotypes and biases can affect their lives. They apply the knowledge of media practices and the media industry and critical thinking skills to create their own media products. Students are required to write journal responses, reports, and a personal essay as well as to communicate orally through presentations and debates.

Unit 3 – Future Opportunities

Students develop an understanding of their place in the future workforce by examining their personal attributes, community involvement, experiences, and range of skills they bring to the evolving workplace. Investigative study of a wide range of current print and electronic resources directs students to an appreciation of the changing face of the job market. An essential component of this unit is an understanding of the emerging demographic profile, which is shaping the workplace choices of the next generation. Employability skills are emphasized. Students recognize that these transferable skills are the footings upon which their employment futures are constructed. Skills specific to the job search process are revisited with attention to creating a résumé, crafting a successful interview, and circumventing communication barriers. Students use technology to explore the impact of the Internet as a job search tool. As their understanding of the inter-relationship among demography, technology, and personal opportunities develops, students recognize the value of preparing today for tomorrow's workplace.

Unit 4 – Global Issues

This unit builds on the knowledge, skills, and insights developed throughout the course and has been designed to be used as the final evaluation for the course. Students expand their knowledge of literature and the workplace by studying a small selection of short stories from a global perspective. Students become familiar with different social and cultural norms, lifestyles, and communities. Students produce a short comparative study based on two short stories. Using this prior knowledge, students look at a specific issue affecting a specific region of the world and determine the impact on the community. Students apply their communication skills,

knowledge of the workplace, and its issues to research an issue of their choice. Students organize research, complete a cause and effect analysis, and draw conclusions to determine the impact the issue has had on the community. Using their knowledge of media texts and audiences, students choose the best media forms to organize content and communicate ideas about this issue. Students prepare a two-minute talk explaining their issue's impact and share their exhibits with classmates.

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

Written:

- Journal
- Written Answers
- Report
- Essay
- Organizer/Chart
- Summary
- Media Log
- Technical Writing
- Interview Questions
- Comparison Paragraph
- Description
- Formal Letter
- Resume

Oral:

- Oral Report
- Oral Proposal
- Class/Group Discussion
- Interview
- Debate
- Advertisement
- Conference

Performance:

- Multi-media Presentation
- Visual Representation
- Storyboarding
- Pamphlet
- Informational Page
- Website
- Interactive Display
- Exhibit

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	- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. -Read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning.	13
	Thinking	- Use knowledge of words and cueing systems to read fluently. -Generate, gather, and organize ideas and information to write for an intended purpose and audience.	19
	Communication	-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. -Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.	19
	Application	-Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. -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.	19
Final Evaluation (30%)	Culminating Activity: (15%) Write a research paper, include a visual representation and complete reflection.	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 tasks:

- Address learning expectations and tasks.
- Are developed from clusters of expectations.
- Are fair to all students.
- Provide opportunities for students to perform at all levels and in all categories of the Achievement Chart.
- Are varied in nature and provide students with choice and opportunities to demonstrate their achievement based on their strengths.
- Provide opportunities for self- and peer assessment using checklists and rubrics prior to the teacher's summative evaluation.
- Are clearly communicated to students prior to being assessed and evaluated.

Each unit in this course provides for diagnostic, formative, and summative assessments. Diagnostic assessment is used to determine prior skills and knowledge so that teachers may make appropriate choice with regard to learning tasks. Each unit contains formative assessment to allow for practice and improvement. Each unit ends with a similar culminating task that provides students with the opportunity to demonstrate their learning using various forms of communication for different audiences and purposes.

These tasks include: poster, pamphlet, a storyboard for commercial, informational page, newsletter, website, interactive display, visual essay and collage. Students will have the opportunity to view good student models and they may choose to use them as exemplars for their next culminating activity task.

List of Assessment Tools

- Checklists (observation and editing)
- Rubrics (writing and presentation)
- Rating scales
- Anecdotal comments/feedback
- Knowledge/Understanding test

Assessment tasks should provide a range of written, oral, and performance-based activities to match the teaching strategies listed in the section above. Anecdotal comments, checklists, rating scales, marking schemes and rubrics should be selected by teachers as appropriate to match the tasks. The developed unit provides a model of how assessment tasks and tools can support teaching and learning.

Resources

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1490-5

Kirkup, Kristy. "60% Of First Nation Children on Reserve Live in Poverty, Institute Says | CBC News." *CBCnews*, CBC/Radio Canada, 17 May 2016, www.cbc.ca/news/indigenous/institute-says-60-percent-fn-children-on-reserve-live-in-poverty-1.3585105.

McCue, Duncan. "What Does It Take for Aboriginal People to Make the News? | CBC News." *CBCnews*, CBC/Radio Canada, 29 Jan. 2014, www.cbc.ca/news/indigenous/what-it-takes-for-aboriginal-people-to-make-the-news-1.2514466.

Ontario Ministry of Education. (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario schools*. Retrieved from <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2017). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/> Ontario Ministry of Education. (2016).

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 Rights Commission – <http://www.ohrc.on.ca>

Ontario Ministry of Labour, Employment Standards – <http://www.gov.on.ca/LAB/in.totm> Equal Opportunity Plan (EOP) – <http://www.equalopportunity.on.ca>

SCECmovies. "The Turtle Story, a Native American Account Of Earthquakes." *YouTube*, YouTube, 10 Jan. 2014, www.youtube.com/watch?v=8_83ppaxT74.

The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised) - <http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112curr.pdf> Course Profile: English,

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.