

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: English

Ministry of Education Course Title: English, University

Grade Level: 12

Ministry Course Code: ENG4U

Teacher's Name:

Developed by: Tammy West Date: March 2018

Revision Date: September 2021

Developed from:

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

Text: None

Prerequisite: ENG3U

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 consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

## **Overall Curriculum Expectations**

### **Listening to Understand**

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

### **Reading and Literature Studies**

- Read and demonstrate an understanding of a variety of informational, literacy and graphic texts, using a range of strategies to construct meaning;
- Recognizing a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning;
- Use of knowledge of words and cuing 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 informational, literary, and graphic forms and stylistic elements appropriate for the purpose of the audience;
- Use editing, proofreading and publishing skills and strategies and knowledge to 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 creator areas for improvement and strategies they found most helpful in understanding and creating media texts.

## **Course Content**

<b>Unit</b>	<b>Length</b>
<b>1. Classic Literature</b>	33 hours
<b>2. <i>The Secret Path</i></b>	23 hours
<b>3. Media and the World Around Us</b>	16 hours
<b>4. <i>Hatchet</i></b>	22 hours

<b>5. Prepping for University</b>	16 hours
<b>Total</b>	110 hours

## ***Unit Descriptions***

### **Unit 1 – Classic Literature**

Students will read two classic literary texts – Mary Shelley’s *Frankenstein* and Shirley Jackson’s *The Lottery* in preparation to write a compare-contrast essay at the end of the unit. Students will examine the historical content, characters, themes and point of view in both texts. At the end of the unit, students will reflect on the texts expressing their likes, dislikes, thoughts and opinions. They will orally share these thoughts with their peers.

### **Unit 2 – *The Secret Path***

Students will read and analyze *The Secret Path* – a graphic novel by Gord Downie and Jeff Lemire. Music and poems will supplement the readings. Students will examine the historical background of residential schools and the impact these schools had on indigenous families and the generations to follow. Students will examine various themes throughout the novel in preparation for their final writing task. At the end of the unit, students will write a five paragraph essay in MLA format on the themes and characters in the novel.

### **Unit 3 – Media and the World Around Us**

Students will begin examining the media and the impact the media influences our thoughts and opinions. Students will examine various stereotypes in the media including racial and cultural stereotypes and how they are developed along with their implicit and explicit messages. Students will also look at the portrayals of men, women and persons with disabilities in the media, and how certain gender and ableist stereotypes are constructed. Students will also examine their own use of social media and the impact it has on their lives in regards to communication and relationships. At the end of the unit, students will construct a visual on a media topic of their choice. They will then present their findings via PowerPoint/Slides or something similar.

### **Unit 4 – *Hatchet***

Students will read and analyze Gary Paulsen’s novel *Hatchet*. Students will be examining various literary terms and themes that relate to the novel such as survival. While students read they will be given the opportunity to research a topic of their choice that affect them or their communities and present as an oral presentation and slideshow. They will investigate and gather various information and sources on their topic. At the end of the unit, students will write a five paragraph in MLA format on the themes presented in the novel and how they interconnect to their lives.

### **Unit 4 – Prepping for University**

Students will begin preparing for university by researching various schools and programs they wish to attend. Students will practice applying for university by filling out a mock application and doing a mock interview. Students will examine how the workplace and school connect. During this unit, students will begin researching and find information for the culminating activity in Week 8. Students will research a topic of their choice that affects them or their community and present it as a paper and oral presentation in Week 8.

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

This course is organized into an eight-week series of lessons and activities that is 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. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

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

- Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:
- Class discussions that are facilitated through video conferencing, email, and telephone conversations with their subject teacher or discussions with other students or the mentor concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.
- Teacher demonstrations (research skills, etc.) with their mentors in the classroom, through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.
- Diagnostic and review activities (audio and video taping) can be student lead or teacher lead to work as a review for students through audio and videos made to share among each other to help reinforce the concepts and skills being studied.
- Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of subject matter through graphic organizers, pictures, and texts. This is communicated through assignments in Moodle uploading, faxing, and scanning of student work.
- Small group Activities - The teacher sets up small group activities to provide opportunities for active and oral learning as well as bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.
- Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through email, phone, and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.
- Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer correct and self-correct. Students are given a variety of texts to read through embedded links, and resources available in each classroom to make comparisons with different texts, real life situations, and their own writing.
- Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, email, or videoconferencing
- Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by classmates, mentors, and the teacher. Students can learn from one another, and from their mentor and teacher. Such activities include dramatic readings and performances
- Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, student and mentor, and student to student. This can be done through uploading on Moodle, video conferencing, and email.
- Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

- Students explore ideas, clarify their thinking, and gain insight and knowledge when they work together to solve a real problem or to reach a mutual goal
- Individual Activities - The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher's plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing
- Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the Moodle page of information that has been scanned and uploaded, and resources found in the classroom.
- Individual assignments are worked on at a student's own pace. Students have a mentor (fully licensed teacher) in the classroom who they can ask questions to, as well as the email and phone number of their subject teacher. The teacher can support the student in these activities with ongoing feedback.
- Oral presentations are facilitated through the use of video conferencing and videotaping. Each classroom is set up with equipment and a mentor who is able to use all the equipment to help students be able to communicate and submit their oral presentations to their teachers and peers.
- Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety of reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.
- Ongoing project work is something that is valued in the learning of an English credit. Students are able to upload, scan, and submit any way possible the different stages in which they are working on a project, paper, or activity. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.
- Homework assignments are any work a student has not completed for that day or week that needs to be done to stay on schedule. It helps the students understand and enhance their level of achievement by completing every assignment. Students have the ability to print off assignments to take home and work on, or can log into their course at home if they have access to the internet.
- Reading - students are able to read a variety of texts online and in the classroom. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available. The students have dictionaries available, and are able to ask their mentor or teacher to clarify the readings or help them take notes.
- Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.
- Journals are used with students to be able to self-reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.
- Reflective/Comparative analysis is used with students as they work in their portfolios and self-reflect on their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences.

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 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 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. 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	Read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas and issues Demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction drama, poetry and information.	13
	Thinking	Identify the informational material and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing. Identify the elements of style in a variety of informational and literary texts, focusing on how elements contribute to clear and accurate communication.	19
	Communication	Use listening techniques and oral communication skills to participate in discussions and more formal activities. Use organizational structures and patterns to produce coherent written work.	19
	Application	Demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, based on ideas, themes, and issues examined in this course. Use knowledge of media forms, representations, audiences and industry practices to analyse a variety of media works	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:

- Comprehension checklists
- Editing checklists
- Reflections
- Script writing
- Oral presentations
- Journaling
- Media texts
- Letter writing
- Story development
- Supported opinion pieces
- Persuasive writing

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;
- Reflections
- Oral presentations
- Reports
- Summary writings
- Journaling
- Conversations with students;
- Summative unit activities;
- 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**

- Downie, G., & Lemire, J. (2016). *Secret path* (Simon & Schuster Canada edition.). Simon & Schuster Canada.
- Jackson, S. (2014). *The lottery*. Penguin.
- Jackson, Z. (n.d.). *Common portrayals of aboriginal people*. Media Smarts.  
<https://mediasmarts.ca/diversity-media/aboriginal-people/common-portrayals-aboriginal-people>
- MyBlueprint. (2017). *MyBlueprint education planner*. [www.myblueprint.ca](http://www.myblueprint.ca)
- Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.  
<http://www.edu.gov.on.ca/eng/aboriginal/>
- Ontario Ministry of Education. (2008). The Ontario curriculum, grades 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. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>
- Paulsen, G. (2018). *Hatchet*. Thorndike Press.
- Reporting in Indigenous Communities. (n.d.). News stereotypes of Indigenous peoples.  
<https://riic.ca/the-guide/at-the-desk/news-stereotypes-of-indigenous-peoples/>
- Shelley, M. (2018). *Frankenstein*. Rockport Publishers.
- 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>

## **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.