School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	English

Ministry of Education Course Title: Locally Developed English

Grade Level: 9

Ministry Course Code: ENG1L

Teacher's Name: John Parker

Developed by: Ed Kenny   Date: October 2007

Revision Date: September 2021

Developed from:

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

Ontario Ministry of Education. (2004). *Guide to locally developed courses, grades 9 to 12: Development and approval procedures.* 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: *Angela Batsford-Mermans*

Approval Date: September 14, 2021

Course Description/Rationale

This course provides grade nine students with the essential foundations of literacy and communication skills that will help them in their daily lives. This course is designed to develop listening, speaking, reading and writing skills by developing strategies and putting them into practice. Time is spent exercising each of these skills by completing online activities in order to acquire a solid foundation of literacy that will teach students how to use language clearly and sufficiently in their day to day lives.

Overall Curriculum Expectations

Developing Listening and Talking Skills
• Use listening skills to participate in formal and informal classroom discussions;
• Use talk to develop thinking skills in small and large group interactions;
• Contribute ideas and converse while participating in classroom activities;
• Identify their strengths as oral communicators and reflect on next steps in further developing listening and talking skills.

Developing Reading and Viewing Skills
• Develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;
• Read and recognize a variety of short, engaging, authentic, and relevant print and non-print ext forms, both teacher- and student-selected;
• Identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills.

Developing Writing Skills
• Apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;
• Convey information and ideas clearly in a variety of short written forms;
• Identify their strengths as writers and reflect on next steps in further developing their writing skills.

Course Content

Unit	Length
1. This Is Now	16 hours
2. That Was Then	19 hours
3. Guides and Gateways	32 hours
4. Pathways and Possibilities	30 hours
5. The Future is Mine	13 hours
Total	110 hours

Unit Descriptions

Unit 1 – This Is Now
This unit introduces students to the core concepts of English and how it can apply to everyday life. Students will begin to build upon their understanding of strengths and next steps for growth in talking, listening, thinking, reading, viewing, and writing. The teacher will teach students a variety of reading and writing strategies, as well as provide opportunities for discussion, reflection, listening, and written responses. Students will have the opportunity to express ideas that are relevant to them personally and culturally as well as opportunities to demonstrate their awareness and understanding of local people and their practices. These activities will establish the necessary skills, themes, and practices in succeeding units. Students also begin a scrapbook which they will

add to throughout the course. The contents will demonstrate the student's growth and can be used as a resource for the final task.

Unit 2 – That Was Then

In addition to continuing their scrapbook and independent reading, students will observe and apply characteristics of active listening and oral communication skills by building upon the knowledge and skills developed during the first unit. Students will practice using strategies for independent reading and writing, as well as analyze a variety of short informational and literary texts concerning the theme of transitions in their daily lives. Students will use graphic organizers to assist in recording their observations, reflections, and opinions on their reading and viewing strategies. For the culminating activity, students will conduct an interview with someone known to them who has made a successful change in their life. Students will orally report on the results of their interview and reflect on the similarities between the positive changes that they have made in their personal life.

Unit 3 –Guides and Gateways

Throughout this unit, students will explore various forms of media and be asked to write reflections and respond to short-answer questions using graphic organizers and templates. Students will practise note-making skills with the assistance of templates and graphic organizers, as well as write short summaries and information paragraphs. Students will continue independent reading exercises and reflect on them to deepen their understanding of concepts, vocabulary, and reading/viewing strategies. The independent reading exercises will incorporate First Nations' myths and stories from First Nations groups in various regions of North America. These First Nations' myths and stories will be used to further develop the student's reading and writing skills. The culminating task is a visual-verbal essay that examines a class-selected local, national, or global role model and the gateways chosen by that individual during significant transitions in his or her life. The scrapbook page for this unit combines definitions of key concepts and excerpts from the summary and information paragraphs, and from the visual-verbal essay.

Unit 4 –Pathways and Possibilities

The theme for this unit will focus on skill development and make connections with the world beyond school. The goal of this unit is for students to become more aware of the opportunities that are available locally in the community, regionally as well as nationally. . Students will expand their horizons and become encouraged to think about their future by learning about various different types of jobs that they may not have been aware of. Students will research specific job possibilities, skill requirements to make authentic connections with their learning and real life. Students will also address misconceptions and assess what they have to do to prepare themselves for particular jobs.

Unit 5 –The Future is Mine

In this unit, students will have the opportunity to reflect upon the growth and accomplishments they have made throughout the course both as individuals and as members of the classroom community as well as thinking ahead to the possible positive contributions they can make within their community. This unit also provides students with the opportunity to develop a positive sense of self that is essential to future decision making and successful transitions. Students will identify and demonstrate reading strategies, produce a written information paragraph, and create a multimedia product based on their scrapbook and their research. Individual student products are integrated into a class display. Students reflect orally on their own product and on how it contributes to the class product. Evaluation also includes reading, writing, and research processes.

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.

Throughout this course, students will be participating in online learning activities that are broken down into three parts; Reading, Thinking, and Doing. The learning activities will be broken down into manageable tasks so that the student can extend their focus of the lesson as well as obtain a better grasp of the concepts they are learning. Each activity is designed so that learning is sequential and builds upon the skills that are learned from previous activities and contains clearly defined targets and instructional strategies with a variety of choices for students.

The teacher will encourage students to engage in collaborative learning (activity 1), conduct self-assessment (activity 14, culminating activity), describe and advertise specific jobs (activity 27), create visual analogues (activity 10), and reflect on what they have read (independent reading) where students will respond to a series of questions which encourage critical thinking and self-reflection, as well as discuss their own ideas and opinions about that topic. In the performance task, students retell the narrative of a guest's job-related story; communicate understandings in a form that integrates talking, writing, and representing; and reflect on the transition to job-readiness. Students will be asked to do their own research about an issue or topic and then examine it at length from different perspectives, helping them to formulate their own opinions and stances on something by structuring their arguments. Students will engage in regularly scheduled and purposeful independent reading, expanding their interests and insight into various topics.

The teacher will facilitate learning by graphic organizers to facilitate and process information, such as place mat charts, lists, and mind maps. There is also multiple comprehension and practice checks with corrective instruction that assist with helping students master learning objectives. Students will receive explicit, empowering literacy instruction through interactive group activities. The teacher will assist students on their vocabulary through varied types of activities such as concept maps, surveys, and spelling patterns. The use of word walls, word sorts, word games, word banks, word boxes, and personal dictionaries will also assist in the instruction of language conventions as well.

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	Use listening skills to participate in formal and informal classroom discussions	13

		Read and recognize a variety of short, engaging, authentic and relevant print and non-print text forms	
	Thinking	Identify their strengths as independent readers and viewers and reflect on the next steps in further developing reading and writing skills Choose the level of language that suits the audience and purpose	19
	Communication	Convey information and ideas clearly in a variety of short written forms Contribute ideas and converse while participating in classroom activities	19
	Application	Develop an awareness of family, school and local community resources Apply the writing process by generating and organizing ideas, writing a draft, revising and editing to produce a variety of short, written texts	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
		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 *for* learning and assessment *as* learning is obtained through a variety of means, including the following:
● Ongoing descriptive feedback (e.g., regular reviews and responses to the scrapbook);
● Self-assessment (e.g., reflection and responses to activities);
● Mentor observations
● Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding
● Student surveys / questioning

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
● Summative unit activities
● Completed activities
● Performance tasks (interviews and visual-verbal essays)
● Culminating performance task
● Exam.

The rubric in this course is designed as a learning tool which informs the student of what they need more practice with and what they need to keep doing. Students will be asked "what does this criteria look like for this particular task?" or "What does 'limited effectiveness' look like?"

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

Cini, S. (2018, December 27). *How to interview Someone for an Article or Research Paper*. Career Trend. https://careertrend.com/info-8059941-ethnographic-research-tools.html

Erdrich, L. (1988). *Matchimanito: A Short Story*. The Atlantic. https://www.theatlantic.com/magazine/archive/1988/07/matchimanito/376332/

Manabozho's Birth: A Menomini Legend. (n.d.). Retrieved from https://www.firstpeople.us/FP-Html-Legends/ManabozhosBirth-Menomini.html

Mueller, P.N. (2001). *Lifers: Learning from at-risk adolescent readers.* Portsmouth, NH: Heinemann.

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

Ontario Ministry of Education. (2004). *Guide to locally developed courses grades 9 to 12: Development and approval procedures.* http://www.edu.gov.on.ca/eng/document/curricul/secondary/localdev/locdeve.pdf

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools.* Toronto ON: Queen's Printer for Ontario. http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Ontario Ministry of Education. (2014). *Achieving excellence: A renewed vision for education in Ontario.* Toronto ON: Queen's Printer for Ontario.

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

Skinner, A. (1927). *The Mascoutens or Prairie Potawatomi Indians, part 3: Mythology and folklore.* Bulletin of the Public Museum of the City of Milwaukee, 6(3), 327-411.

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

Welker, G. (n.d.). *How fire came to the Six Nations.* Indians.org. Retrieved on September 20, 2020, http://www.indians.org/welker/fire6nat.htm

White, C.P. (1995). *The man and the ravens.* Indigenous Peoples Literature. Retrieved on September 30, 2020, http://www.indigenouspeople.net/raven1.htm

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.