

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: English, Applied

Grade Level: 9

Ministry Course Code: ENG1P

Teacher's Name: Ben Gallup

Developed by: Tammy West Date: September 2015

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.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 14, 2021

Course Description/Rationale

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. A variety of texts and resources have been chosen, however there is an emphasis on indigenous texts to help students further understand themselves and their culture, traditions and histories. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

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
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1. Narrative Forms and Voices	25 hours
2. Novel Study – <i>Indian Horse</i>	25 hours
3. Poetic Forms and Voices	15 hours
4. Dramatic Forms and Voices	20 hours
5. Informational Forms and Voices	25 hours
Total	110 hours

Unit Descriptions

Unit 1 – Narrative Forms and Voices

Students develop an understanding of the conventions of narrative literature and language. Students read and study a range of short narratives, including Indigenous short stories, narrative poetry, myths, and legends. Students use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and atmosphere to understand and interpret narrative texts. Students record their thoughts, ideas, and feelings in a variety of personal and interactive responses, and by creating and sharing their own narratives. Students write descriptive and expository paragraphs, thereby providing a foundation for writing a five-paragraph essay. Ongoing personal reading and writing are essential for students to develop mature communication skills.

Unit 2 – Novel Study - *Indian Horse*

Students read and analyze Richard Wagamese's *Indian Horse*. Students learn a historical overview of Residential Schools as they relate to the novel. Students complete a pre-reading assignment where they respond to a scenario and create their own journal entries. Students complete quizzes for each chapter to test their basic knowledge of the book. Students study the various characters throughout the novel creating their own short stories and poems. At the end of the unit, students have the opportunity to view the film *Indian Horse* and write a film review comparing it to the text. Themes pertaining to Indigenous students will be discussed such as racism, discrimination, pride and culture.

Unit 3 – Poetic Forms and Voices

Students read and study a variety of Indigenous and non-Indigenous poetic texts and identify certain types of poems such as prose poems, limericks, concrete poems, found poems, lyrics and songs. Students find, read and study examples of poetry and poetic language in the world around them. Students apply appropriate strategies to read, understand, and interpret poetic texts. Students learn to understand the value of good sound devices in creating powerful poetry, understand the appeals to the senses, and figurative language. During this unit, students demonstrate their understanding of poetry by writing response journals, explications of poems, and creating their own poetry, participating in class activities, presenting poems orally, creating a media product, and by creating a Poetry Anthology.

Unit 4 – Dramatic Forms and Voices

Students apply the skills learned in the preceding units to the analysis and study of drama. Students identify, analyze and interpret the elements of dramatic structure, character, characterization, theme, setting and stylistic features of dramatic text *Toronto at Dreamer's Rock*. Students learn to understand the importance of the context (social, cultural, political) in which a literary work was created. Students use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer's ability to integrate all the elements of drama to create a complex, stimulating and satisfying work of literature. Students demonstrate their understanding by recording their thoughts, ideas, and feelings about the characters, conflicts, and themes of the work in a variety of personal and interactive responses; by writing a literary exposition; by rehearsing and performing a dramatic scene; and by creating and sharing a media work.

Unit 5 – Informational Forms and Voices

Students develop an understanding of the conventions and language of informational texts. Students read and study a variety of informational texts, including local and regional newspaper and magazine articles, surveys, letters, journals, memoirs, biographies, autobiographies, web sites, databases, newsgroups, documentary films, and other media works. Students develop a variety of strategies to understand informational texts, and to distinguish between fact and opinion. Students learn how to gather, select, and use research data to create their own informational texts and presentations. The unit provides an opportunity to integrate learning across the curriculum.

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 through timely activity feedback, emails, messages, video and audio calls. Mentors in the classrooms will 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:

- anticipatory discussion before students read text to allow them to make connections and preview text;
- direct instruction on skimming, scanning, and self-questioning;
- pre-teaching of key vocabulary;
- read-alouds that model strategies for predicting, monitoring comprehension,
- clarifying, making inferences, understanding text features and text organization, and distinguishing between fact and opinion;
- small-group and partner support and interaction during reading, viewing, listening, and speaking tasks;
- opportunities for rehearsal/practice/presentations;
- templates and graphic organizers as tools to understand text and make notes;
- prompts and starter statements to encourage response and reflection;
- scaffolding writing instruction using templates to guide writing; and
- use of lists as pre-writing and after reading activities.

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 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	Understand and explain the effect of specific elements of style in a variety of literary and informational texts. Select and read texts for a variety of purposes. Use print and electronic sources to gather information and explore ideas in written work.	13
	Thinking	Make inferences based on information and ideas presented in texts. Recognize, describe and correct sentence errors in oral and written communication.	19
	Communication	Use a variety of forms of writing to express themselves, clarify ideas and engage the audience's attention, imagination and interest. Explain how authors and editors use design elements to help convey meaning Orally communicate question via a recording device on Moodle.	19
	Application	Create media works for different purposes. Use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing and reporting/presenting, for specific purposes and audiences.	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:

- Peer feedback on blog responses
- Ongoing descriptive feedback, including descriptive feedback on students' preliminary version of their opinion essay
- Small-group conversations to develop their opinions and communication skills
- Reading journal
- Self-assessment used to revise a media form
- Observations of student's rehearsal of an oral presentation
- Conversations with student on a regular basis (synchronous and asynchronous)

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

- Observation of individual contribution in a group role-playing activity
- Ongoing observations of most consistent work, with consideration given to most recent work
- Media presentation expressing an opinion
- Novel study projects
- Opinion essay
- Final 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

Bemister, M. (1917). *Thirty Indian Legends*. Macmillan of Canada.

Blake, W. (n.d.). *The tyger*. Poetry Foundation.

<https://www.poetryfoundation.org/poems/43687/the-tyger>

DePaola, T. (Writer) and Nathan King (Narrator). (2012, April 12). *The Indian Paintbrush* [Video file]. Retrieved October 5, 2020, <https://www.youtube.com/watch?v=gyaifWkUWr0>

Linderman, F.B. (2004). *Indian why stories: sparks from War Eagles Lodge-Fire*. University of Nebraska Press.

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

Ontario Ministry of Education. (2007). *The Ontario curriculum, grades 9 and 10: English*. Toronto ON: Queen's Printer for Ontario. <http://www.edu.gov.on.ca/eng/curriculum/secondary/english910curr.pdf>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario. Retrieved from <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*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12, Social sciences and humanities*. Toronto ON: Queen's Printer for Ontario. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

Rita, J. (2015). *I lost my talk*. Poetry in Voice. <https://www.poetryinvoic.com/poems/i-lost-my-talk>

Roman, T.F. (1994). *Voices under one sky*. International Thomson

Taylor, D. H. (1962). *Toronto at Dreamer's Rock*. Toronto, ON: Fifth House Books.

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

Wagamese, R. (2012) *Indian horse: A novel*. 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 term. 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.