School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL

Department Name: English

Ministry of Education Course Title: English, Academic

Grade Level: 10

Ministry Course Code: ENG2D

Teacher's Name:

Developed by: Angela Batsford-Mermans   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: ENG1D/ENG1P Grade 9 English, Academic or Applied

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval: *Angela Batsford-Mermans*

Approval Date: September 8, 2021

Course Description/Rationale

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, 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 the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 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

Unit	Length
1. Effective Communication	30 hours
2. Diversity	30 hours
3. My Voice	25 hours
4. Independence	25 hours
Total	110 hours

Unit Descriptions

Unit 1 – Effective Communication
Students develop an understanding of their current skills and some strategies in talking, listening, thinking, reading, viewing, writing and reflecting through a series of diagnostic activities. Students identify their strengths and weaknesses, and through the use of a variety of texts, will work towards improving their communication skills. Students are exposed to a range of writing by Indigenous people about local and regional news and events. Students begin to construct and organize an ongoing portfolio that reflects and extends their learning experiences.

Unit 2 – Diversity
During this unit students will analyze the world around them and the issues that pertain to inclusion and exclusion by examining it through literacy, media, and stories. Students will have the opportunity to analyze viewpoints in Indigenous and mainstream media, as well as examine misconceptions and stereotypes in media, with a focus on the portrayal of Indigenous peoples in film. The skills and tools learned in this unit will give students the ability to become caring, compassionate, and creative individuals in our global community. Students will examine this perspective by reading fiction and non-fiction literature that explores human diversity. Students will also begin their novel study of The Night Wanderer, a Native Gothic novel, while continuing to contribute to their portfolio.

Unit 3 – My Voice
During this unit students will become increasingly aware of the issues that surround them in their daily lives. Students will discover and develop their own unique voice, views and writing skills to create logical, coherent and persuasive paragraphs. This unit will equip students with the tools they need to present their positions in oral and written format and clarify their own opinions about a variety of issues. This unit addresses students' growing responsibilities and need to establish independent opinions and take participatory roles in society's decision-making processes, enabling them to become active members of their community and in larger society. Students will use the skills and tools learned in this unit to create an oral presentation addressing a local issue within the school or their community.

Unit 4 – Independence
During this unit, students will be assigned daily independent reading in order to assist them and encourage them to make reading a habit. Students will be given questions to help monitor, comprehend and reflect on what is being read. Students will also write daily reading responses which will demonstrate their knowledge and understanding, thinking and communication, as well as their application of skills and knowledge. Students will also extend their classroom reading habits into their personal lives by selecting a text for independent study. In a final review, students will demonstrate their acquired and honed skills by reading and writing their final exam.

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.

A variety of strategies are 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;
- 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 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 percent 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. 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	Identify the purpose of a variety of listening tasks and set goals for specific purpose; Identify the most important ideas and supporting ideas in texts.	13
	Thinking	Analyze oral texts; Identify and analyze the perspectives and/or biases evident in oral texts.	19
	Communication	Select and use appropriate active listening strategies when participating in a variety of classroom interactions; Communicate orally for a variety of purposes, using language appropriate for the intended audience.	19
	Application	Extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience and insights; Extend understanding of texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights.	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, 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
- Peer assessment/feedback on blog responses
- Mentor observations (including 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
- Conversation about student's portfolio, including discussion about personal growth and areas for improvement
- Media presentation expressing an opinion
- Novel study projects
- Opinion essay
- 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

King, T. (1989) *Medicine river.* Viking Canada.

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, grades 9 to 12: English. Toronto ON: Queen's Printer for Ontario.
http://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.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

Porter, J. (2015, October 15). *Bad water: Northern Ontario First Nations push for a fix.* CBC.
https://www.cbc.ca/news/canada/thunder-bay/bad-water-northern-ontario-first-nations-push-for-a-fix-1.3271398

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

Windspeaker News. (n.d.) Windspeaker.com. https://www.windspeaker.com/news/

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.