

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: Locally Developed English

Grade Level: 10

Ministry Course Code: ENG2L

Teacher's Name: Andrea Prosser

Developed by: Angela Batsford-Mermans Date: September 2015

Revision Date: September 2021

Developed from:

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.

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

Text: None

Prerequisite: ENG2L, ENG1P or ENG1D

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 20, 2021

Course Description/Rationale

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in English Grade 11 Workplace Preparation course, or in English Contemporary Aboriginal Voices Grade 11 Workplace Preparation course. This course is organized into units that extend listening, speaking, reading, viewing, and writing skills. In all units, the focus will be on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students will build on their strategies and engage in the processes involved in speaking, listening, reading, viewing, writing, and thinking. Students will reflect regularly upon their growth in these areas.

Overall Curriculum Expectations

Extending Listening and Talking Skills

- Apply active listening strategies to gather information and ideas as they contribute to small group and class discussions;
- Use speaking to extend critical and creative thinking skills in small and large group interactions;
- Contribute ideas and engage in thoughtful conversations during classroom activities;
- Assess their growth as oral communicators and set personal goals in speaking and listening skills.

Extending Reading and Viewing Skills

- Apply reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life, with an emphasis on increasing independence of thought and personal choice
- Read and interpret a variety of engaging, authentic, and relevant print and non-print text forms that are selected by both the teacher and the student.
- Assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.

Extending Writing Skills

- Apply the writing process by generating and organizing ideas, writing drafts, revising, and editing to produce a variety of short written texts.
- Convey information and ideas with clarity and coherence in a variety of short print texts.
- Assess their growth as writers and set goals for extending their writing skills.

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 speaking, listening, thinking, reading, viewing, writing, and reflecting through a series of diagnostic activities. Students may complete interests, strengths, and needs surveys; values systems checklists; spelling analyses; individual oral reading inventories; writing samples; and self-reflection on past performances in various subject areas as part of this diagnostic process. This information gives both the teacher and students a point of reference for selecting appropriate activities and extending learning. Students identify their strengths and discover how best to further develop or improve their communication skills. Students will then develop their reading, writing, and communication

strategies by engaging in a variety of Indigenous and non-Indigenous motivational fiction, non-fiction, and authentic texts relevant to their experiences. Texts may include local and regional newspapers and magazines and Indigenous and non-Indigenous online content. Students begin to construct and organize an ongoing portfolio that reflects and extends their learning experiences.

Unit 2 – Diversity

During this unit students will examine various forms of literature, including works by First Nations authors, to explore the society that they live in. Aspects of oral storytelling will be included and local Elders will be invited to share historical perspectives on community living. This unit will also encourage students to analyze different perspectives and learn to appreciate the different voices that exist in a global society. Students will examine and respond to different perspectives on issues portrayed in current political, social, historical, cultural, or inspirational texts, separating fact from opinion and detecting bias. Students will continue to contribute items to their portfolio in order to reflect on their growth as learners.

Unit 3 – Voice

During this unit, students will become increasingly aware of how to communicate their thoughts and opinions about their daily lives as Indigenous students in remote or isolated communities. Students will develop their own views and writing skills to create persuasive paragraphs about topics, such as access to clean drinking water, that are relevant to their daily lives. This unit will equip students with the tools they need to present a particular position in written format and clarify their own opinions about a chosen topic. This unit addresses students' growing responsibilities and the need to establish independent thought in order to participate in their society's decision-making process.

Unit 4 – Independence

During this unit, students will be assigned daily independent reading in order to encourage a natural love of reading. Students will be given questions to help monitor, comprehend, and reflect on what is being read. Students will also write personal responses which will demonstrate that their comprehension of the text is strong. In a final written examination, students will demonstrate their acquired and finely tuned skills in reading and writing.

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:

- anticipatory discussion before students read text to allow them to make connections;
- direct instruction on skimming, scanning, self-questioning, and vocabulary;
- read-alouds and think-alouds that model strategies for predicting, monitoring comprehension, clarifying, making inferences, understanding text features and text organization, and distinguishing between fact and opinion;
- shared reading and writing;
- experiential learning;
- independent reading, researching, note-taking;
- small-group and partner support and interaction during reading, viewing, listening, and speaking tasks;
- templates and graphic organizers as tools to understand a text and to make notes;
- prompts and starter statements to encourage individual response and reflection;
- highlighting text for use of contextualization.
- 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 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	Identify the important ideas and supporting details in both simple and complex texts; Identify several different text features and explain how they help communicate meaning.	13
	Thinking	Analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements; Locate and select information to support ideas for writing.	19
	Communication	Identify and use several different active listening strategies; Communicate orally for several different purposes, using language suitable for the intended audience.	19
	Application	Extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them; Extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.	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., guidance for listening and speaking skills, or online submissions and writing);
- Self-assessment (e.g., weekly self-assessment of learning, relative to specific course content as well as in community and Land based learning);
- Concept maps before persuasive writing;
- Mentor observations;
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

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;
- Media presentations;
- Research projects and reports;
- Summative unit activities, tests and quizzes;
- 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

A hunter's story. (n.d.).

Hayden Taylor, D. (2015). Cottagers, Indians and an evasive species. *Windspeaker*, 33(9), 6. <https://issuu.com/windspeaker/docs/windspeaker-dec-2015-final>

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. (2007). *The Ontario curriculum, grades 9 and 10: English*. <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*. <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>

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.