

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: English, Applied

Grade Level: 10

Ministry Course Code: ENG2P

Teacher's Name:

Developed by: Angela Batsfor-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: ENG1P or ENG1D

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



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 secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace 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 informational, literary 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 informational, literary, 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 text

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 will 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 will 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 motivational fiction, non-fiction, and authentic texts relevant to their experiences and lives in communities in the north. Students will 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. Through critical analysis of the novel study, *The Absolutely True Story of a Part-Time Indian*, students will have the opportunity to explore the impact of exclusion and the power of inclusion by learning how misconceptions and stereotypes lead to hurtful practices. Students will be encouraged to draw upon their lived experiences as appropriate. The skills and tools learned in this unit will give students the ability to become caring, compassionate, and creative individuals in our global community. The power of literature gives students the opportunity to predict solutions to the negative consequences of stereotyping and learn that there is unity in diversity. Students will examine this perspective by reading fiction and non-fiction literature that explores human diversity.

Unit 3 – My Voice

In this unit students will become increasingly aware of the issues that surround them in their daily lives and in their communities. 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 communities and in the greater society. Students will continue to contribute to their portfolio.

Unit 4 – Independence

In 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, communication as well as their application of skills and knowledge. Students will also extend their classroom reading habits into their personal lives by selecting texts that can be read outside of the classroom. In a final written examination, students will demonstrate their acquired and honed skills in reading and writing.

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. The 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 a text to allow them to make connections and preview the text;
- direct instruction on skimming, scanning, self-questioning and vocabulary;

- read-alouds and think-alouds that model strategies for predicting, monitoring and 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 and note-making;
- small-group and partner support and interaction during reading, viewing, listening and speaking tasks;
- templates and graphic organizers as tools to understand text and make notes;
- prompts and starter statements to encourage response and reflection;
- highlighting text, using stick-on notes and making margin notes where appropriate;
- scaffolded writing instruction using templates to guide writing;
- 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 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. 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 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,	19

		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.	
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
- Self-assessment of writing
- Mentor observations
- Practical application of knowledge
- 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
- Research projects/reports
- Media presentations
- Unit and activity tests/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

Kind, 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 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*. 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.