

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: English

Ministry of Education Course Title: English, Workplace

Grade Level: 11

Ministry Course Code: ENG3E

Teacher's Name: Andrea Prosser

Developed by: Claire Piercey

Date: September 2008

Revision Date: September 2021

Developed from:

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 11 and 12: English*.  
Queen's Printer for Ontario.

Text: None

Prerequisite: ENG2L, ENG2P

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2021

## Course Description/Rationale

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 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 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. Basic Expressions of English Language	12 hours
2. Novel Movies	28 hours
3. Ad it Up!	20 hours
4. Consulting the Community	25 hours
5. Be Your Own Boss	25 hours
<b>Total</b>	<b>110 hours</b>

## ***Unit Descriptions***

### **Unit 1 – Basic Expressions of English Language**

This unit focuses on students' abilities with the fundamental building blocks of English as appropriate to the Eleventh Grade level. As part of this introductory course, students follow a demonstration of writing an introductory paragraph before completing the writing process in their own introduction. This Introductory unit contains diagnostic assessments in language, reading, and writing. These include writing a well-constructed paragraph about themselves, sentence structure, homophones, and punctuation. Students are also exposed to the "Nifty Thrifty Fifty" vocabulary throughout this unit to strengthen their reading comprehension and spelling.

### **Unit 2 – Novel Movies**

Students choose a novel or a short story; teachers support a range of literature including stories by Indigenous authors. After reading the selection, students discuss elements and content such as imagery, descriptions, character, and audiences. Students then view the movie that complements the book. Students compare and contrast the novel/short story with the movie version of the same text. A Venn diagram can be used to compare the novel and movie versions. Students are required to present their findings to the class either on videotape, audiotape, or via a live performance.

### **Unit 3 – Ad it Up!**

This unit focuses on students' investigation and interpretation of the different forms of advertising. Students use the knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works. Students will investigate media in their community as well as regionally and nationally. They demonstrate an understanding of form, audience, and production by designing and creating advertisements both collaboratively and individually. In this unit there is a major emphasis on the investigation of newspapers and magazines. Students study the Classified Section in several newspapers in order to interpret the text as well as to explore and demonstrate an understanding of various career opportunities. This will lead into Unit 4 where employability skills are studied in more depth.

### **Unit 4 – Consulting the COmmunity**

Students research and practice specific skills that are expected in the workplace. They identify workplace requirements and employability skills and relate them to their communication skills. Through reading and writing of workplace communications, and interaction with guest speakers from local community businesses, they develop their own skills and then document them in a portfolio, which also includes samples of their written work. This gives students an opportunity to apply and master the necessary communication skills required in the workplace.

### **Unit 5 – Be Your Own Boss**

This final unit reinforces skills of research analysis, selection of appropriate media, presentation skills, and various writing forms from each of the preceding units. The final product takes the form of a job fair. Students can use this process as a starting point for a summer job or a long-term career. Students and staff from other classrooms and community members may participate in the fair as prospective employees. Students are given the opportunity to demonstrate and apply their understanding of workplace related skills.

## ***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:

- Using written material with immediate and lasting value and relevance to the students;
- Reading tests and charts analytically and critically for information;
- Using diagrams, charts, and graphic organizers for communication;
- Using a variety of technological and written sources for research;
- Relating information to their personal situations and interests;
- Cooperative learning;
- Group discussion;
- Independent research.

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 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	Read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues; Demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material.	13
	Thinking	Identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing; Identify elements of style in a variety of informational and literary texts, focusing on how the elements contribute to clear and accurate communication.	19
	Communication	Use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in oral reports, role-playing, and other presentations; Use organizational structures and patterns to produce coherent written work.	19

	Application	Demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, collaboratively and independently, based on ideas, themes, and issues examined in this course; Use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works.	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
<b>TOTAL</b>			<b>100</b>

## ***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;
- Oral reports;
- Written proposals;
- Form completion;
- Comparison charts;
- Self-assessment;
- 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;
- Essay responses;
- Multimedia presentations;
- Research reports;
- Creating advertisements;
- Oral presentation.

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

Archer, L., Costello, C., & Harvey, D. (1997). *Reading and writing for success*. Toronto: Harcourt Brace Canada.

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning*. Portsmouth, NH: Boynton/Cook.

Canadian Geographic. (n.d.). *Home*. Canadian Geographic. <http://www.canadiangeographic.ca/>

Kinew, W. (2010, Sep. 2). *Wab Kinew: Heroes* [Video]. YouTube. <https://www.youtube.com/watch?v=3UI4KmHlzMc>

Miss Smilla. (2007, Feb 4). *Tru Rez Crew: I'm a lucky one* [Video]. YouTube. [https://www.youtube.com/watch?v=PlyCDr\\_ojV4](https://www.youtube.com/watch?v=PlyCDr_ojV4)

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Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

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Ontario Ministry of Labour. (2017). *Youth workers*. <https://www.labour.gov.on.ca/english/atwork/youngworkers.php>

Toronto Star. (n.d.). *Home*. Toronto Star. <https://www.thestar.com/?redirect=true>

Toronto Sun. (n.d.). *Home*. Toronto Sun. <https://torontosun.com>

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>

Wawatay News. (n.d.). *Home*. <https://wawataynews.ca/>

## ***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.