

## COURSE OUTLINE

**School:** Keewaytinook internet High School

**Department Name:** English

**Ministry of Education Course Title:** *Locally Developed English*

**Grade Level:** 9

**Ministry Course Code:** *ENG1L*

**Teacher's Name:** Claire Hutchings

**Developed by:** Ed Kenny **Date:** October 2005

**Revision Date:** September 2009

**Developed from:** The Ontario Curriculum, Grades 9 and 10, English, 2007

**Profile Name:** Locally Developed Compulsory Course Credit Profile,  
English, Grade 9

**Text:** N/A

**Prerequisite:** None

**Credits:** One

**Length:** 110 hours

**Principal's Name:** Darrin Potter

**Principal's Approval (signature)** \_\_\_\_\_

**Approval Date:**

## ***Course Description/rationale***

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, in the Grade 11 English Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course.

The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.

Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

## ***Overall Curriculum Expectations***

### **Developing Listening and Talking Skills**

- use listening skills to participate in formal and informal classroom discussions;
- use talk to develop thinking skills in small and large group interactions;
- contribute ideas and converse while participating in classroom activities;
- identify their strengths as oral communicators and reflect on next steps in further developing listening and talking skills.

### **Developing Reading and Viewing Skills**

- develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;
- read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected;
- identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills.

### **Developing Writing Skills**

- apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;
- convey information and ideas clearly in a variety of short written forms;
- identify their strengths as writers and reflect on next steps in further developing their writing skills.

## *Course Content*

<b>Unit</b>	<b>Length</b>
Unit 1. This is Now	16 hours
Unit 2. That was Then	19 hours
Unit 3. Guides and Gateways	32 hours
Unit 4. Pathways and Possibilities	30 hours
Unit 5. The Future is Mine	13 hours
<b>Total</b>	<b>110 hours</b>

## *Unit Descriptions*

### **Unit 1 – This is Now**

This foundational unit helps students learn to approach school, everyday life, workplace endeavours, and transitions with optimism. Students focus on developing self-awareness and a positive sense of who they are now as individuals and as members of the class community. They also begin to build an understanding of their strengths and next steps for growth in talking, listening, thinking, reading, viewing, and writing. The activities establish the skills, themes, and practices developed in succeeding units. Students begin a scrapbook which they develop throughout the course; its accumulated contents demonstrate student growth and can be used as a resource for the final performance task. The teacher introduces students to a variety of reading and writing strategies, and provides them with opportunities for talk, reflection, listening, and written responses. These tasks are generated by both teacher- and student-selected texts. Students also learn how to access resources outside the classroom.

### **Unit 2- That was Then**

Students build on the skills introduced in Unit 1, with a particular focus on talking and listening skills. Building on their examination of their identity in Unit 1, students explore successful transitions made by other people—from their own lives, from literature, and from the world—and make connections to their own experience. In addition to continuing their scrapbook and independent reading, students observe, practise, and apply characteristics of active listening and oral communication. Students develop strategies for reading and completing forms, and also read a variety of short informational or literary texts on the theme of transitions. They practise using graphic organizers and lists to record their observations, reflections, and opinions on their reading and viewing.

As their culminating activity, students conduct an interview with someone known to them who has made a successful transition in life. Students organize and report orally on the results of their interview. They reflect on the similarities and differences between transitions they have experienced and those of their interviewees, and on their growth and next steps in developing their oral communication skills.

### **Unit 3- Guides and Gateways**

This unit introduces students to media, e.g., video, and short, teacher-selected narrative print texts about optimism and individuals who strive to succeed despite challenges. Students identify role models and gateways in school, everyday life, and the workplace that can lead to positive growth and choices in their own lives. They practise and demonstrate reading strategies, learn viewing strategies, respond to short-answer questions, and write reflections. With the use of graphic organizers and templates, students

structure their reading and viewing responses. Extension activities include viewing photographs or found objects and listening to music that supports the unit theme. The research component furthers students' exploration of resources in their school and local communities, e.g., school library, Internet, and newspapers, providing supported practice and leading to the culminating performance task. Students practise note-making skills with the assistance of templates and graphic organizers, and write short summaries and information paragraphs. Students continue independent reading and reflection, using reading responses to deepen their understanding of concepts, vocabulary, and reading/viewing strategies.

The culminating task is a visual-verbal essay that examines a class-selected local, national, or global role model and the gateways chosen by that individual during significant transitions in his or her life. The scrapbook page for this unit combines definitions of key concepts and excerpts from the summary and information paragraphs, and from the visual-verbal essay.

#### **Unit 4- Pathways and Possibilities**

The theme for this unit is that skill development and connections with the world beyond school expand students' horizons and enable them to create their futures. Through online searches and guest-speaker visits, students discover jobs they may not previously have been aware of; research specific job possibilities, Essential Skills requirements, and relevant authentic documents; address misconceptions; and realistically assess what they have to do to prepare themselves for particular jobs. Another emphasis is on the interpersonal skills students need in order to seek information through personal interaction, and to advocate for and market themselves to potential employers. The goal is that students be sufficiently self-aware that they can be aware of others, and that students be comfortable enough with themselves that they can focus on making others comfortable in social situations. A large portion of the unit is devoted to developing listening and speaking skills and social etiquette.

Students add a variety of self-selected and self-generated materials to their folders and engage in self-selected, independent reading. Students also engage in collaborative learning, conduct peer- and self-assessment, describe and advertise specific jobs, write double-sided journals, create visual analogues, and reflect on their learning. In the performance task, students retell the narrative of a guest's job-related story; communicate understandings in a form that integrates talking, writing, and representing; and reflect on the transition to job-readiness.

#### **Unit 5- The Future is Mine**

Students complete an authentic culminating performance task that requires them to integrate the talking, listening, reading, viewing, writing, and reflecting skills that are the foundation for success in school, everyday life, and the workplace. The task celebrates students' growth and accomplishments both as individuals and as members of the class community. This task also provides students with the opportunity to demonstrate developing a positive sense of self that is essential to future decision making and successful transitions. Students research an individual from the local, national, or global community who has an inspirational story. Students identify and demonstrate reading strategies, produce a written information paragraph, and create a multimedia product based on their scrapbook and their research. Individual student products are integrated into a class display. Students reflect orally on their own product and on how it contributes to the class product. Evaluation also includes reading, writing, and research processes.

## ***Teaching/Learning Strategies***

### **Instructional Plan**

The teacher can optimize student engagement by selecting instructional activities, games, and challenges that build intrapersonal and interpersonal skills, focus students' concentration, establish readiness for learning, access and build on prior knowledge, help students make connections with lesson topics, build

energy and teamwork, and develop communication skills. An engagement activity could be as simple as beginning classes with a discussion of daily news events or a current-events issue, or a discussion of an inspirational, relevant, or controversial quotation. The teacher can also use engagement activities to unify lessons and develop big ideas.

Chunking teaching/learning activities into small, manageable tasks is preferable to a single task requiring extended concentration. Students need explicit, empowering literacy instruction and interactive group activities. Research-based instructional strategies include:

- Anticipatory discussion before students read text to allow them to make connections and preview text

- Explicit instruction, e.g., on skimming and scanning, self-questioning, 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

- Guided reading and writing

- Experiential learning

- Independent reading and researching

- Small-group and partner support and interaction during reading and viewing tasks

- Templates and graphic organizers as tools to understand text and make notes

- Prompts and starter statements to encourage responding and reflection

- Highlighting text, using stick-on notes, or making margin notes, where appropriate

- Scaffolded writing instruction using templates and guided writing

- Using lists as a pre-writing and after-reading activity

Throughout the activities, a variety of specific instructional strategies and techniques are suggested.

Teachers are encouraged to refer to *Think Literacy: Cross-Curriculum Approaches Grades 9-12* and other resources for an explanation of these strategies. (See Resources.)

Concluding classes with activities designed to reinforce student understanding of content and strategies and to promote regular reflection on their learning can help consolidate students' learning. Activities based on the key framing questions could serve this purpose.

## **Approach to Reading**

This Course Profile suggests that teachers select three new reading strategies per unit—one before, one during and one after reading—in addition to building on previously introduced strategies and strategies that arise incidentally because of the nature or content of the text. In this way, students practise a minimum of twelve reading strategies. The choice of strategies will depend upon the reading selections and student needs; a chart of before-, during-, and after-reading strategies is appended to this Course Profile to assist the teacher's planning. The teacher can also enhance reading instruction by supporting students along an intentional, explicit, and consistently approached continuum, e.g., by sequencing read-alouds, shared reading, guided reading, and independent reading activities to scaffold and build independence.

Students engage in regularly scheduled and purposeful independent reading, meeting not only the expectation that students “select and read appropriate and challenging reading materials to develop their personal independent reading skills and interests,” but also apply reading skills and strategies explicitly taught in each of the units. The teacher introduces independent reading routines, encourages students to use this opportunity to expand their interests and purposes for reading, and shares personal reading enthusiasms and challenges. While activities in Unit 1 explicitly introduce independent reading, time for independent reading is built into the time allotted to activities in all subsequent units.

Self-selection of (teacher-approved) reading materials and volume of reading contribute to student reading achievement. A wide variety of reading materials can serve this purpose, e.g., material from students' other courses, magazines, manuals, newspapers, and novels. The teacher should instruct students in the process of selecting appropriate reading materials and to share information about effective readers, e.g., that they sometimes leave a text unfinished. Students are accountable for their independent reading, e.g., through brief written or oral responses and summaries, partner sharing, teacher conferencing, "ticket-out" comments, visualization activities, and recommendation cards.

The teacher monitors students' independent reading through observation, students' reading logs, and oral and written responses to and reflections on what they have read. Although the teacher provides informal feedback on the reading logs, the logs are primarily records and resources for students' reflections. These reflections should occur at least once during each unit. Details and trends in the logs can serve as catalysts for teachable moments.

## **Vocabulary and Concept Building**

Research shows that vocabulary and concept building, which are related to prior knowledge, are crucial to learning and success in and beyond school. The teacher can build vocabulary through research-based strategies, such as the use of concept maps, study of roots and prefixes, frequent use of important words in context, correlation of the sounds in a word to the print form of the word, visualization, and spelling patterns. The teacher may also use word walls, word sorts, word games, word banks, word boxes, and personal dictionaries. Like instruction in language conventions, vocabulary building should be grounded in authentic tasks and texts.

## **Samples of Student Work**

In addition to keeping their own notebooks, students collect items such as inventories, self-assessments, responses, reflections, writing tasks, and other assessments, in a series of folders or in an indexed binder. This serves as a means for students to collect, organize, and store evidence of their own process, progress, and achievement; to note successful transitions—theirs and those of positive role models; and to reflect on their emerging identity as learners and as individuals. In addition to diagnostic feedback, various kinds of assessment, and self-selected items, students' binders/folders contain pieces that are evaluated as part of the 70% term mark. The students' collections of work should receive regular reviews and teacher response and feedback.

To encourage regular reflection and synthesis, students create a scrapbook page toward the end of each unit; together these accumulated pages constitute the scrapbook. Guided by the teacher, students select excerpts from items in their binders/folders. Students arrange these excerpts on a scrapbook page and then reflect on their meaning and significance. Both selection and focus are guided by prompts or questions. The teacher can encourage a variety of formats for this scrapbook page may include any form the teacher is prepared to encourage, such as double-page spreads, three-dimensional structures, posters, 'zine formats, or web pages. Students are encouraged to personalize the scrapbook page by adding other excerpts, visuals, and found items.

The scrapbook is intended to be a creative and personal reflection on excerpts from a limited number of items, manageable in size and requiring critical and reflective thinking. It is evaluated as part of the 70% term mark and may be used as a resource for the final performance task.

Items or portions of the collection folders/binder and the scrapbook may be shared with partners who offer supportive, encouraging, or congratulatory comments in response to the contents, thus supporting students' positive perspective of themselves as learners and participants within their classroom and school communities. In the final unit, the scrapbook page is incorporated into a class community display.

## Support for Student Learning

A “rich” environment and “rich” tasks are necessary to accelerate students’ learning and close gaps. Grounding learning in sensory experiences (seeing, hearing, touching, doing) also enhances learning for students. The four categories and levels of the provincial Achievement Chart remind the teacher that learning activities must provide students with a range of levels of difficulty and with the possibility of achieving excellence.

The practice of differentiating instruction and assessment respects unique differences and is responsive to the learner. Differentiation may be achieved by varying texts, tasks, and assessments according to:

- learning style,
- student readiness,
- multiple intelligence,
- student interest,
- amount and depth of content,
- tiered levels of challenge,
- amount and kind of scaffolding and process, or
- type of product.

Offering students choice empowers students to make real decisions about their learning and build on their strengths. For example, the teacher could offer students the opportunity of reflecting orally or in writing or of demonstrating reading comprehension through oral or visual means.

Purposeful, supported collaborative activities, such as think/pair/share and place mat, engage students in oral language activities and the social process of learning. Research suggests that flexible groupings are most effective. The teacher may group students according to:

- specific need,
- complementary strengths,
- preferred learning style, e.g., kinaesthetic, or strategy, e.g., visualization,
- student selection by interest, topic, activity, partners, type of understanding, e.g., interpretation or empathy, or
- random selection.

## *Evaluation*

The student’s final grade for the course will be determined as outlines in Program Planning and Assessment 2000 (p.15).

**Seventy per cent** (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students’ *most consistent level of achievement throughout* the course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent** (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details	Weighting (%)	
<b>Formative (70%)</b>	<b>Knowledge/ Understanding</b>	- use listening skills to participate in formal and informal classroom discussions - read and recognize a variety of short, engaging, authentic and relevant print and non-print text forms	13%	
	<b>Thinking/ Inquiry</b>	- identify their strengths as independent readers and viewers and reflect on the next steps in further developing reading and writing skills - choose the level of language that suits the audience and purpose	19%	
	<b>Communication</b>	- convey information and ideas clearly in a variety of short written forms - contribute ideas and converse while participating in classroom activities	19%	
	<b>Application</b>	- develop an awareness of family, school and local community resources - apply the writing process by generating and organizing ideas, writing a draft, revising and editing to produce a variety of short written texts	19%	
<b>Summative (30%)</b>	<b>Culminating Activity -15%</b>  <b>Final Exam – 15%</b>	Students create and share a multimedia presentation about their progress and growth in the course    Teacher made questions	<b>Knowledge/ Understanding</b>	6%
			<b>Thinking/ Inquiry</b>	8%
			<b>Communication</b>	8%
			<b>Application</b>	8%
<b>TOTAL</b>			<b>100%</b>	

## *Assessment/Evaluation Strategies*

“Right from the time students arrive at school, they look to their teachers for evidence of their success. If that early evidence suggests that they are succeeding, what begins to grow in them is a sense of hopefulness and an expectation of more success in the future... However, when the evidence suggests to students that they are not succeeding in this place called school, what can then begin to grow in them is a sense of hopelessness and an expectation of more failure in the future” (Stiggins).

Assessment practices can nurture students’ sense of progress and competency and inform instruction. Many diagnostic tools, e.g., checklists and inventories, are used at regular intervals throughout the units to encourage students’ understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing ,and writing skills also occurs regularly through unobtrusive teacher observation and conferencing. Units conclude with performance tasks, e.g., interviews and visual-verbal essays, that build towards and prepare students for the end-of-course culminating performance task in Unit 5. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly

with the big ideas, overall expectations, and performance tasks.e teacher can adapt the generic rubrics available in many resources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: What does this criteria look like for this particular task? or What does “limited effectiveness” look like? The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice. with the big ideas, overall expectations, and performance tasks.e teacher can adapt the generic rubrics available in many resources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: What does this criteria look like for this particular task? or What does “limited effectiveness” look like? The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

## ***Resources***

Booth, D., J. Green, and J. Booth. *I Want to Read! Reading, Writing, & Really Learning*. Harcourt, 2004. ISBN 1897096674

Lee, Christopher and Rosemary Jackson. *What About Me? Strategies for Teaching Misunderstood Learners*. Portsmouth, NH: Heinemann, 2001. ISBN 0325003483

Mueller, Pamela N. *Lifers: Learning from At-Risk Adolescent Readers*. Portsmouth, NH: Heinemann, 2001. ISBN 0867095148

Active Listening Skills. – [www.divorcepeers.com/listening.htm](http://www.divorcepeers.com/listening.htm)

*Action*. Scholastic – [www.scholastic.ca/education/magazines/faq.html](http://www.scholastic.ca/education/magazines/faq.html)

## ***Program Planning***

This course is offered to students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. 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 800 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 resources 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 tutoring as required.