

Course Outline

School Name: Keewaytinook internet High School

Department Name: English

Ministry of Education Course Title: *Workplace Preparation
English*

Grade Level: 12

Ministry Course Code: *ENG4E*

Teacher's Name: Melissa Black

Developed by: Ed Kenny

Date: September 2007

Revision Date: September 2009

Developed from: The Ontario Curriculum, Grades 11 and 12, English 2007

Profile Name: Based on Course Profiles, English, Grade 12, Workplace
Preparation (*Public*)

Text: ENG3E

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/rationale

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

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, graphic, and literary 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, graphic, and literary 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. Rights and Issues	30 hours
2. Stereotypes	20 hours
3. Future Opportunities	30 hours
4. Global Opportunities	30 hours
	110 hours

Unit Descriptions

Unit 1 – Rights and Issues

This introductory unit uses health and safety concerns as a context for developing the communication skills for the workplace. This unit examines health and safety concerns as they relate to students on a personal level. This unit also looks at workers' rights and their responsibilities in maintaining a workplace environment that is ethical and free from discrimination and harassment. Investigating the role of legislation and unions in maintaining the work environment is also an important aspect of the course. Students finish the unit by completing a culminating activity based on one of the issues studied.

Unit 2 – Stereotypes

Students examine and analyse how people from different groups are represented in literature and in various media forms. Students are given the opportunity to identify and explore various forms of stereotypes and non-traditional jobs. Throughout this unit, students gain an understanding of how stereotypes and biases can affect their lives. They apply the knowledge of media practices and the media industry and critical thinking skills to create their own media products. Students are required to write journal responses, reports, and a personal essay as well as to communicate orally through presentations and debates.

Unit 3 – Future Opportunities

Students develop an understanding of their place in the future workforce by examining their personal attributes, community involvement, experiences, and range of skills they bring to the evolving workplace. Investigative study of a wide range of current print and electronic resources directs students to an appreciation of the changing face of the job market. An essential component of this unit is an understanding of the emerging demographic profile, which is shaping the workplace choices of the next generation. Employability skills are emphasized. Students recognize that these transferable skills are the footings upon which their employment futures are constructed. Skills specific to the job search process are revisited with attention to creating a résumé, crafting a successful interview, and circumventing communication barriers. Students use technology to explore the impact of the Internet as a job search tool. As their understanding of the inter-relationship among demography, technology, and personal opportunities develops, students recognize the value of preparing today for tomorrow's workplace.

Unit 4 – Global Opportunities

This unit builds on the knowledge, skills, and insights developed throughout the course and has been designed to be used as the final evaluation for the course. Students expand their knowledge of literature and the workplace by studying a small selection of short stories from a global perspective. Students become familiar with different social and cultural norms, lifestyles, and communities. Students produce a short comparative study based on two short stories. Using this prior knowledge, students look at a specific issue affecting a specific region of the world and determine the impact on the community. Students apply their communication skills, knowledge of the workplace, and its issues to research an issue of their choice. Students organize research, complete a cause and effect analysis, and draw conclusions to determine the impact the issue has had on the community. Using their knowledge of media texts and audiences, students choose the best media forms to organize content and communicate ideas about this issue. Students prepare a two-minute talk explaining their issue's impact and share their exhibits with classmates. Students write a reflective piece evaluating the effectiveness of another student's exhibit.

Teaching/Learning Strategies

Students will come to the course with a range of skills and learning strategies they have developed in prior English courses. The teacher provides the students with a wide range of informational, literary and technical reading selections. The teacher also needs to provide the students with the opportunity to write for a variety of purposes.

The teaching/learning strategies in the profile provide a range of written, oral, and performance-based activities.

Written	Oral	Performance
Journal Written Answers Report Essay Organizer/Chart Summary Media Log Technical Writing Interview Questions Comparison Paragraph Formal Letter Resume	Oral Report Oral Proposal Class/Group Discussion Interview Debate Advertisement Conference	Multi-media Presentation Visual Representation Storyboarding Pamphlet Informational Page Website Interactive Display Exhibit

The use of a glossary is emphasized throughout the course. Students are required to write unknown words and definitions into their own personal glossaries in order to increase their understanding of the vocabulary introduced, as well as create a reference for spelling and meaning of the terms studied in this course.

Students have a choice of how they wish to present their final product for each culminating activity. These choices are repeated throughout the course, with students being required to choose a different format each time. These activities are designed to give students the opportunity to demonstrate the application of their knowledge in a variety of ways. The students are given choices that reflect their own learning style and preferences. Finished products for the culminating activity for Unit 1 will provide exemplars for the students in the following units.

Evaluation

The student's final grade for this course will be determined as outlined 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 (%)	
Formative (70%)	Knowledge/ Understanding	<ul style="list-style-type: none"> - identify the most important ideas and supporting details in texts, including increasingly complex texts (e.g., explain the information conveyed in a graph; summarize the information provided on a government employment website for teens looking for summer jobs;4 outline the plot of a short story; list the evidence provided to support the argument in a newspaper editorial) - write for different purposes and audiences, using a variety of informational, graphic, and literary forms (e.g., a how-to guide for a teenage audience on setting up a DVD player; a reflective narrative about a work experience that had a powerful effect on them, to be read aloud to peers; a presentation for jobless youth on preparing effective résumés) 	13%	
	Thinking/ Inquiry	<ul style="list-style-type: none"> - interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey (e.g., identify the implied messages that safety brochures use to strengthen their overt messages about following workplace safety rules and procedures;2 identify clues in radio advertisements that indicate who the broadcaster's target audience is) - analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response (e.g., examine the informative and persuasive aspects of an army recruitment video;5 compare the lyrics used in commercials for two different popular soft drinks to understand how they influence the audience) 	19%	
	Communication	<ul style="list-style-type: none"> - communicate orally for a variety of purposes, using language appropriate for the intended audience (e.g., discuss with a peer the reasons to attend a job fair; rehearse answers for a job interview; identify for a small group the values, priorities, and perspectives presented in a text; present and discuss a writing portfolio at a parent-teacher conference) 	19%	
	Application	<ul style="list-style-type: none"> - produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions) 	19%	
Summative	Culminating Activity (15%)	Submit a portfolio of work completed throughout the course (in a Power Point presentation)	Knowledge/ Understanding	3%
			Thinking/Inquiry	4%
			Communication	4%
			Application	4%
	Final Exam (15%)	Teacher made questions	Knowledge/ Understanding	3%

			Thinking/Inquiry	4%
			Communication	4%
			Application	4%
			Total	100%

Assessment/Evaluation Strategies

The teacher is responsible for developing a plan for how assessment and evaluation will be carried out during the course. The following should be taken into consideration as the teacher develops such a plan.

Since students bring a wide range of previous experience to this course, opportunities to determine if the class has the essential prior knowledge and skills to be successful in a given task are essential. Some form of prior learning assessment should be incorporated at the beginning of each unit.

The learning expectations from the policy document, *The Ontario Curriculum, Grades 11 and 12, English, 2000*, are central to all aspects of this Course Profile. The learning contexts, content, and assessment are interconnected and linked to the expectations. Emphasis is placed on assessment tasks that:

- are linked to the learning tasks;
- are developed from clusters of expectations;
- provide opportunities for demonstration of achievement at all levels and in all categories of the Achievement Chart.

Consistent with the Program Planning and Assessment, the activities in this profile present assessment and evaluation strategies which:

- are varied in nature, providing students with opportunities and choices to demonstrate their achievement of the expectations based on their strengths, recognizing that the achievement of the same expectation could be expressed in different ways by different students;
- are connected to the learning activities by making assessment an ongoing part of the learning process and increasing the opportunities for students to demonstrate success;
- accommodate needs of all students through providing opportunities for written, oral, and video-taped activities and including student choice and alternatives as appropriate;
- provide opportunities for self and peer assessment, with the use of checklists and rubrics that students can use prior to summative evaluation by the teacher;
- are clearly articulated for students by making students aware, in advance, of the process by which they will be assessed and evaluated, promoting student success in achievement of expectations;
- provide opportunities for practice and formative feedback from the teacher, with an emphasis on the teacher choosing which assessment will be used formatively, and which will be used for summative purposes;
- are linked to the Achievement Chart as indicated in the summary chart for each activity;
- enable the teacher to make professional judgments as to the choice of assessment data for use in evaluation of student achievement of the expectations.

Each activity in the unit includes a chart for the section on Assessment and Evaluation of Student Achievement with the following format:

Task	Tool	Links to Achievement Chart Category	Links to Learning Skills

The purpose of this chart is to provide information for the teacher to use in making decisions regarding the assessment and evaluation plan for the course, which of course will vary as to the professional judgment of the teacher. Assessment must focus on each student's individual demonstration of the learning expectations.

The assessment tasks provide a range of written, oral and performance activities including:

Journals Multi - media presentations Oral reports Poster or visual representation Written proposals Written answers Essay responses	Research report Point form summary Worksheets Research papers Charts/graphs Sales presentations Creating advertisements	Completion of a form Comparison chart Summary paragraph Oral presentation Workplace description Workplace study Storyboarding Media log
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Source: Ministry of Education: *Ontario Curriculum Unit Planner Version 2.0*

These assessment tasks are integrated with the learning strategies for each activity. It is up to the teacher to decide whether and how to use the task as part of the assessment and evaluation plan for the course. It is not necessary, nor necessarily feasible, to have each of these as an assessment task; however, if used as an assessment task, the chart provides a suggestion for the appropriate tool to be used. It is also important for the teacher to encourage each student to experiment with a variety of media forms and to log the forms that the student uses. This could also be used as an assessment tool for a portfolio. The teacher should use a variety of formative assessment tools throughout the activities and use summative tools when evaluating the culminating activity in each unit.

Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt Canada Limited, 1998. ISBN 0-7747-0197-8

Atwell, Nancie. *In the Middle: New Understandings about Writing, Reading and Learning*. Portsmouth, NH: Heinemann, 1998. ISBN 0-7725-2682-6

Canadian Geographic Magazine www.canadiangeographic.ca

Discover Magazine www.discover.com

The Toronto Star (print or electronic) www.thestar.ca

The Toronto Sun (print or electronic) www.thetorontosun.com

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.

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