

COURSE OUTLINE

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL

Department Name: English

Ministry of Education Course Title: **Academic English**

Grade Level: **9**

Ministry Course Code: **ENG1D**

Teacher's Name: Brad Keen

Developed by: Claire Piercey

Date: November 2007

Revised by: Brad Keen

Date: September 2009

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

Profile Name: Based on Course Profiles, English, Grade 9, Applied (*Public*)

Prerequisite:

Credits: 1.0

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/Rationale

This course is designed to develop the oral communication, reading, writing and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grade 11 and 12.

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 texts.

Course Content

<i>Unit</i>	<i>Length</i>
Unit 1: Narrative Forms and Voices	25 hours
Unit 2: Poetic Forms and Voices	15 hours
Unit 3: Dramatic Forms and Voices	15 hours
Unit 4: Informational Forms and Voices	30 hours
Unit 5: Finding Our Voices	25 hours
Total	110 hours

Unit Descriptions

Unit 1 - Narrative Forms and Voices

Students develop an understanding of the conventions of narrative literature and language. Students read and study a range of short narratives, including short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. They apply appropriate strategies to read, understand, and interpret narrative texts. Students use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and mood to understand and interpret narrative texts. Students demonstrate their understanding of narrative by recording their thoughts, ideas, and feelings in a variety of personal and interactive responses and by creating and sharing their own narratives. Students write descriptive and expository paragraphs, thereby providing a foundation for writing the five-paragraph essay. Ongoing personal reading and writing are essential for students to develop mature communication skills.

Unit 2 - Poetic Forms and Voices

Students read and study a variety of poetic forms and learn to identify different types of poems (i.e., lyric, expository, didactic, narrative, dramatic). Students apply appropriate strategies to read, understand, and interpret poetic texts. They learn to understand the value of auditory devices, figurative language, and form in creating powerful poetry. During this unit, students demonstrate their understanding of poetry by writing Response Journals, explications of poems, and original poetry; by participating in class activities; by presenting poems orally; by adapting a poem to a media form; and creating a Poetry Anthology.

Unit 3 - Dramatic Forms and Voices

Students apply the skills learned in the preceding units to the analysis and study of drama. Students identify, analyse, and interpret the elements of dramatic structure, character and characterization, theme, setting, and stylistic features of drama, including movement and voice. Students understand the importance of the context (social, cultural, political) in which a literary work was created. Students use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer's ability to integrate all the elements of drama to create a complex, stimulating, and satisfying work of literature. Students demonstrate their understanding by recording their thoughts, ideas, and feelings about the characters, conflicts, and themes of the work in a variety of personal and interactive responses; by writing and publishing a literary exposition; by rehearsing and performing a dramatic scene; and by creating and sharing a media work.

Unit 4 - Informational Forms and Voices

Students develop an understanding of the conventions and language of informational texts. Students read and study a variety of informational texts, including argumentative essays, reports, surveys, letters, journals, memoirs, web sites, databases, documentary film, and other media works. Students develop strategies to understand and interpret texts effectively, and learn to distinguish between fact and opinion, and to identify bias. Students understand how the background of the author and the backgrounds of the readers influence understanding. Students learn how to gather, select, and use research data. Students create their own informational texts and presentations for a variety of purposes. The unit provides an opportunity to integrate learning across the curriculum.

Unit 5 - Finding Our Voices

Finding Our Voices is a culminating activity to practise the skills of narration, poetry, drama, media, and research. Students move beyond their immediate personal experiences to explore literature and media that reveal the stories, ideas, and opinions of other time periods or cultures. This unit could focus on the literature of a particular region or country, for example, the Maritimes, Caribbean, or Australia. It could explore a specific theme or motif, such as the role of the hero, or the outsider; or Aboriginal rights, or the First Nations people and their relationship with the land; or speaking out against injustice. Alternatively, this unit could be designed to develop an understanding of a genre: science fiction, mythology, or adventure. This particular course profile focusses on the theme of isolation, alienation, harassment, bullying, and social injustice. Students develop and record their thoughts, ideas, and feelings about significant issues in a variety of personal responses, as well as in exposition and creative works. By the end of the unit, students better understand themselves in a diverse society through cross-curricular and cross-cultural learning. They have reviewed the skills and knowledge from Units 1-4 and completed assignments which are added to their Writing Folder. The best pieces from the Writing Folder are chosen, edited, polished, and published in their Portfolio, the culminating assessment for the course.

Teaching/Learning Strategies

Because students learn in a variety of ways, teachers must accommodate various learning styles in their teaching. Students must be given opportunities for brainstorming, experimenting, discussing, debating, interviewing, researching, role playing, designing, and constructing. Useful strategies also include: case studies, concept-mapping, simulations, learning contracts and cooperative learning. In the English classroom, the use of Response Journals helps students to identify and develop their ideas for writing, discussion, performances, and media products. Students work independently on many assigned tasks and also have frequent opportunities to work with partners and in groups.

Teachers must develop and utilize a full repertoire of teaching skills: planning, organizing, presenting, demonstrating, instructing, questioning, explaining, modelling, problem solving, assessing, and evaluating. Teachers must also find ways for students to make authentic learning connections with the classroom, the school, the local community, and the world at large.

Teachers and students need to respect the cultural diversity of our Ontario classrooms.

The expectations for all strands of English (Literature Studies and Reading, Writing, Language, and Media Studies) are embedded in each of the units of study. All the units begin with the exploration of texts. Students read and analyse a variety of informational and literary texts throughout this course. Students develop a knowledge of the form and stylistic elements of texts, and use this knowledge to come to an understanding and an appreciation of those texts. Similarly, writing activities are contained in each unit. In the first unit, students create and publish an original short narrative. In the second unit, students create poems, songs, advertisements, or pieces of expressive prose, which may be placed in an Anthology. In the third unit, students will write dialogues, scripts, and monologues. In the fourth unit, students produce a variety of informational texts including reports, brochures, proposals, editorials, essays, and web sites. In the fifth unit, students have an opportunity to create a variety of written products to demonstrate their learning.

The expectations for language growth are addressed in each unit. Personal word lists and dictionary skills could be integrated into a number of the activities. For example, the study of a short story in the narrative unit includes an exercise in predicting the meaning of words in context and in using the dictionary to test and confirm meanings. The development of expressive language is to be encouraged through the exploration of figurative language. Students demonstrate this understanding through the use of such forms as Response Journals and class discussion. Teachers encourage students to be clear and precise in their use of language. Media studies are featured in each unit. Throughout this profile, the writers have used the term *texts* to include media works; therefore, the term *reading* encompasses students' interactions with media texts. In the narrative unit, texts include short feature films, cartoons, and animated short films. Students need to learn the skills to *read* these media texts accurately and critically in the same way that they study more traditional narrative texts, such as short stories and narrative poems. Media texts should be included in all units as core material for study.

Time management and organization are important skills for the teacher and students to use to complete this very challenging course. Students need to choose a group novel early in the term and keep a Learning Log and Response Journal notes. They need to have a Writing Folder in which they keep all of their ideas, stimuli, drafts, and finished work. They keep a Table of

Contents which notes the date, type of assignment, level of achievement, teacher comments, and personal reflections, and which proves useful in Unit 5 when they reflect on their growth and write the foreword to their Personal Portfolio of best work. Students keep a Response Journal with answers to related questions posed regularly by the teacher and their ideas and questions on texts they are studying, including their group novel which is read extramurally. They build a Poetry Anthology in Unit 2. And in Unit 5 they research an author, who may be one they have met in earlier activities.

Evaluation

The student's final grade for the 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	Structured reading, response to reading, comprehension questions, vocabulary and writing exercises		13%
	Thinking/ Inquiry	Recognition of relevant thematic issues through responses to inquiries, writing of paragraphs and essays, completion of various assignments, and research		19%
	Communication	Regular, almost daily, responses to reading and completion of writing activities		19%
	Application	Manifesting understanding and application of themes in a variety of literary formats: responses to questions, paragraph and essay writing, speech writing, dialogue, power point presentation		19%
Summative (30%)	Culminating Activity (15%)	Personal Portfolio/Power Point or Slide Presentation of narration, poetry, drama, media, and research that students have completed throughout the course.	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
	Final Exam (15%)	Expected components of a final English exam: sight passages, reflective writing assignment, and questions that pertain to material covered in course and permit students opportunity to demonstrate application of concepts	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
TOTAL				100%

Assessment/Evaluation Strategies

In order to measure students' achievement against the course expectations, teachers must develop and utilize a full repertoire of assessment methods: paper and pencil, performance, and personal communication. Paper and pencil methods include such strategies as classroom tests, quizzes, examinations, and standardized tests. Performance methods include products, projects, portfolios, essays, presentations, exhibitions, recitals, skills demonstration, role playing, and work samples. Personal communication methods include instructional questions and answers, interviews, conferences, journals/learning logs, and classroom discussion. Assessment and evaluation tools include checklists, marking schemes, rubrics, portfolios, and anecdotal comments. Where appropriate, teachers and students should co-design assessment tools (e.g., rubrics), to clarify expectations and enhance student learning.

Assessment must be on-going, and students must be given feedback and opportunities to improve. The purpose of evaluation and reporting is to communicate to students and parents and to provide guidance for student growth. Teachers use both self- and peer-evaluation to enhance learning. Every expectation in the course is accounted for in this final phase of the course profile and has been evaluated in a summative manner.

The Ministry policy on assessment and evaluation requires that 70% of the final mark be based on term work and 30% on a final evaluation, which may take a variety of forms. The student's final percentage grade is based on achievement only. Learning skills, punctuality, and attendance are recorded on the Provincial Report Card. The Learning Skills include: independent study, teamwork, organization, work habits, homework, and initiative. The weighting of the four strands (Literature Studies and Reading, Writing, Language, and Media) and the determination of assessment and evaluation strategies and mark calculation will need discussion. The basis for determining the weighting must reflect a clear understanding of the expectations in each strand, the levels described in the Achievement Chart, and the concept of balance. This will be a local implementation decision.

The writers of this course profile suggest that the final evaluation (worth 30% of the course mark), which is administered in Unit 5 near the end of the course, includes group and oral work for the group novel for 10%, the polished work in the published Portfolio for 10%, and a sight final test worth 10%.

Resources

Literature

Drabble, M., ed. *The Oxford Companion to English Literature*. Oxford: Oxford University Press, 1986. ISBN 0-19-866130-4.

The Reading Resource Document for Transition Years Teachers. Stratford: Perth County Board of Education, 1995.

Writing

Parsons, L. *Writing in the Real Classroom*. Markham: Pembroke Publishers Ltd. 1991. ISBN 0-921217-61-7

Plotnik, A. *The Elements of Editing: A Modern Guide for Editors and Journalists*. New York: Collier Books, 1982. ISBN 0-02-047430-X

Language

Weaver, C. *Teaching Grammar in Context*. Portsmouth, NH: Heinemann, 1996.

Web Sites
Creating Rubrics

Program Planning

This course is presented online to students in a number of communities. Understanding how to use computers and appropriate learning software is something most students will have become quite familiar with by the time they reach this level. Consideration has been given in planning this course to both the nature of the learner and the medium by which the course is presented.

Special care has been given to the concept of literacy. This is not an idle word nor a characteristic that is attained without diligent effort. To learn to read well, one must read much, read with understanding and have opportunity to recognize that literacy has particular ramifications for one's future as well as one's present. To that end, opportunity has been provided for readers to apply ideas encountered in their reading to their individual and community lives.

Students have access to mentors in their individual classrooms who are qualified to assist when difficulties are encountered. Always, the instructor is never more than a telephone call or an email away.