

## Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: Locally Developed English  
Grade 10

Grade Level: 10

Ministry Course Code: ENG2L

Teacher's Name: Melissa Black

Developed by: Melissa Black Date: November 2009

Revision Date:

Developed from: The Ontario Curriculum: Grade 9 and 10 Language Arts

Profile Name: Locally Developed Compulsory Credit Course, English,  
Grade 10, ENG2L

Text:

Prerequisite: A grade nine English Credit

Credits: One

Length: 110 hours

Principal's Name: Darrin Potter

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

Approval Date:

## *Course Description/rationale*

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English, Grade 11, Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation course.

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

Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking. Students reflect regularly upon their growth in these areas.

## *Overall Curriculum Expectations*

### **Extending Listening and Talking Skills**

- apply active listening strategies to gather information and ideas as they contribute to small group and class discussions;
- use talk to extend critical and creative thinking skills in small and large group interactions;
- contribute ideas and engage in thoughtful conversation in classroom activities;
- assess their growth as oral communicators and set goals for extending their talking and listening skills.

### **Extending Reading and Viewing Skills**

- apply reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life, with an emphasis on increasing independence;
- read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;
- assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.

### **Extending 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 with clarity and coherence in a variety of short print and nonprint forms;
- assess their growth as writers and set goals for extending their writing skills.

## *Course Content*

<i>Unit</i>	<i>Length</i>
Unit 1 Discovering my Place	25 hours
Unit 2 T.E.A.M. (Together, Everyone Achieves More)	22.5 hours
Unit 3 Looking at Different Perspectives	18.75 hours
Unit 4 Stepping into the World of the Volunteer	18.75 hours
Unit 5 Journey On	25 hours
<b>Total</b>	<b>110 hours</b>

# *Unit Descriptions*

## **Unit 1: Discovering My Place**

Students 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 may complete interests, strengths, and needs surveys; values systems checklists; spelling analyses; individual oral reading inventories; writing samples; and self-reflection on past performances in various subject areas as part of this diagnostic process. This information gives both the teacher and students a point of reference for selecting appropriate activities and extending learning. Students begin to construct and organize an ongoing portfolio that reflects and extends their learning experiences.

Students identify their strengths and discover how best to further develop or improve their learning.

Students set personal and academic goals and identify the steps to accomplish them. Self-reflection and communication of individual progress are practiced often.

Students develop their reading, writing, and communication strategies by engaging in a variety of motivational fiction, non-fiction, and authentic texts relevant to their experiences. The performance task is a creative demonstration of the qualities and characteristics of the multiple intelligences they display.

## **Unit 2: T.E.A.M. (Together, Everyone Achieves More)**

Students become aware of the contributions they can make to their community through positive group interactions designed to build self-confidence and trust in others. Students develop an understanding of their various roles in school, in everyday life, and in the workplace. This leads to an understanding of teamwork and an awareness of organizations, especially volunteer organizations that depend on group interaction. Students develop the vocabulary that enables them to express themselves appropriately in a variety of social contexts. Based on their reading of authentic texts and narratives, viewing of appropriate video/film clips, and engagement in practical activities such as class discussions and role plays, students learn to make inferences, to make decisions, and to apply their knowledge of the team experience. The culminating activity for Unit 2 is to plan and conduct a group activity that involves consensus and positive group interdependence by creating a game that challenges them to achieve a common goal. As part of their portfolios, students reflect on their cooperative learning experience, their awareness of differences, and their dependence on others in their daily lives.

## **Unit 3: Different Perspectives, Different Lenses**

Students examine their own viewpoints to understand how their perceptions affect their choices and their interpretation of the world around them. Students learn how to filter the influences around them in order to make informed decisions, to build self-confidence, and to trust their own judgments. They identify and respond to issues portrayed in current political, social, historical, cultural, economic, or inspirational texts, separating fact from opinion and detecting bias. **Note:** Some discussion topics may be sensitive and require emotional risk on the part of students and sensitivity on the part of the teacher. As a result, the teacher must monitor these discussions and assess students' readiness for participation and risk taking. In the performance task students apply their personal values and interests in making life choices. They research how jobs are portrayed in various media and compare the portrayal to the reality of the workplace with respect to the workplace environment, qualifications necessary for the job, the job tasks, and the pressures and complexities of the job. Students examine possible job opportunities open to their specific strengths and interests and create a media work that focuses on their job choice. This activity provides practice for the course's culminating unit. Students continue to contribute items to their portfolio, to reflect on their growth as learners, and to add to their Work Log Inventory.

## **Unit 4: Stepping into the World of the Volunteer**

To prepare for the culminating activity in Unit 5, the teacher models and guides students through the step-by-step process of investigating, reporting on, and responding creatively to an identified community need. Students read, view, discuss, and respond to teacher-selected texts about notable volunteers. As a class, students brainstorm and identify a local social need, such as a skateboard park, community centre, environmental clean-up project, reading-buddy program, food drive, etc. They develop an informational

report by focusing, gathering, interpreting, and summarizing evidence; decide on volunteer actions that could be taken to improve the situation; and assign roles in the presentation of their investigation. In their portfolios, students reflect on the qualities of an ideal volunteer, the importance of addressing needs within one's community, and the value of participating in volunteer endeavours. At each stage of the project, students assess their own contributions, strengths, and needs in understanding how to apply reading, viewing, listening, writing, and thinking/reasoning skills to their school, work, community, and global surroundings. Students reflect on the impact that volunteers have had on them individually and on the broader community. Students develop a report and, where possible, complete the service aspects outlined in the project. To demonstrate the potential impact that volunteer efforts arising out of their research may have, students individually produce a creative writing piece. This is a model for the service project students develop independently in Unit 5.

### **Unit 5: Journey On**

This culminating unit consolidates the essential skills of listening, talking, reading, viewing, writing, and reflecting. The framework for students is threefold: to develop a service project, to present their findings in an information fair, and to reflect on their learning. Students plan an individual or group service project that addresses the needs of their community and reflects their knowledge, skills, and personal interest areas. They read more independently as they focus on their own projects. While students may not actually implement the service to the selected community, they participate in an information fair that demonstrates their understanding of community issues, of being a contributor through volunteerism, and of effecting positive change. Students extend their personal interdependence skills; they plan, research, and present their findings; and they reflect on the importance of having a voice within their world. Students reflect on their strengths and needs throughout the learning process, and set goals for further contributions to school, their everyday lives, and the workplace.

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

### **Instructional Approach**

The course activities focus on the use of talk, modelling of reading strategies, and guided writing to help students develop increasing independence as learners. Instructional strategies include:

- anticipatory discussion before students read text to allow them to make connections and preview text;
- direct instruction on skimming, scanning, self-questioning, and vocabulary;
- shared reading and writing;
- experiential learning;
- independent reading, researching, 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.

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.

### **Independent Reading**

Students expand their personal independent reading skills and interests by selecting and reading appropriate, challenging materials and by applying the skills and strategies taught in lessons. The teacher guides students in selecting appropriate reading materials and monitors independent reading through brief

written responses, oral sharing, and conferencing. Throughout the course, the teacher provides opportunities for students to read for enjoyment, to read cross-curricular texts, and to learn that regular

independent reading builds, reinforces, and extends skills being developed in class.

### **The Teacher's Role**

Many activities require the use of teacher-generated materials and accessible resources. The teacher selects content- and reading-level-appropriate pieces of traditional literature, such as poetry, short narratives, short excerpts, dramatic scripts, biographies, and memoirs, to augment media and authentic workplace texts. The teacher should provide balance for students by including opportunities to view and respond to art, music, and other media, and to read and respond to literature that is connected to the units. There should be ample opportunities for students to read independently, to respond to their reading, and to reflect on their learning.

### **Portfolio**

Throughout the course, students maintain a portfolio as a visual tangible demonstration of their reflection and emerging personal and academic growth. Students collect evidence of both the process and outcomes of their achievements. The portfolio serves as a repository for thoughtful project collection and reflection.

It provides the student and the teacher with a place to begin, continue, and reflect on the conferencing process, and it provides ongoing assessment and evaluation of student learning.

Toward the conclusion of the culminating unit, students have the opportunity to select and reflect on five items from their portfolios. The reflection is focused by teacher-selected prompts or questions. Students and the teacher negotiate the form into which to incorporate these items; however, the emphasis is on the selection of the items and the reflection. Students conference with the teacher about the selections, their personal and academic growth, and the next steps to take as learners. The portfolio, the reflections, and the conference are evaluated by the teacher as a portion of the 30% final performance task.

### **Units 4 and 5, and the Information Fair**

Unit 4: Stepping Out builds reading, researching, writing, and talking skills necessary for students to embark on the more independent processes of Unit 5: Journey On. Although the intention is to scaffold students' learning, the teacher may develop these two units in tandem, depending on students' abilities and confidence levels. In Unit 4 the teacher models a service project from beginning to end with students input, response, and reflection. In Unit 5, both in the report and in the information fair, students demonstrate and share their personal interests in volunteerism and their growing awareness of their places in the community with others, including their peers, teachers, families, and people from the community who have a vested interest in the project. The Information Fair is a valuable experience for students as a culminating activity to the course.

### **Samples of Work**

Students produce many works that provide evidence of their growth as readers, writers, and communicators. The teacher is encouraged to collect representative pieces of work, with the students' permission. The collected pieces provide assistance to future students who can assess their work against these samples. Among the collectables should be portfolio entries, assessed activities, culminating tasks, and, visual images, such as photographs or a videotape of the information fair.

### **Websites**

There are numerous websites devoted to the exploration of volunteerism and people who make a difference. The teacher should check these websites frequently for updates and continued viability as an instructional tool. Many of the stories of personal growth, sharing, and nurturing others may become pieces of literature that students can study in class, along with more traditional poetry, short narrative, and non-fiction works. Students learn the life-long skill of how to sensibly and sensitively navigate the world of Internet communication.

## ***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>	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 including both traditional and relevant web 3.0 formats.		29%
<b>Summative (30%)</b>	Culminating Activity	Development of a volunteer wiki where students present a local service project in a way akin to an information fair.	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
	Final Exam	Expected components of a final English exam: sight passage, 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%
<b>TOTAL</b>				<b>100%</b>

## *Assessment/Evaluation Strategies*

Assessment occurs frequently to ensure that students note and celebrate their progress in the skill areas and determine next steps. Students complete a number of tasks: interest, strengths, and needs surveys; value systems checklists; Cloze passages; listening surveys; spelling analyses; response paragraphs; and self-reflections on past performances in various subject areas. Students investigate and use multiple intelligences to identify their strengths, potential areas of improvement, interests, needs, and goals and to

demonstrate their understanding of the qualities of influential volunteers and the community effects of volunteerism. These teacher-compiled diagnostic instruments assess the listening, talking, reading, viewing, and writing skills and learning style preferences of students.

Teachers use a variety of assessment and evaluation techniques to encourage success. A variety of assessment and evaluation tasks expose students to different opportunities to demonstrate their learning and are used as follow-ups to unit focus.

These include:

Assessment -Comprehension checklists, Editing checklists, reflections, Action plans, Outlines in the form of planning sheets,graphically represented outlines, Completed templates and organizers, Mask, Mobile Poems

Evaluation - Posters, Illustrated charts, Reports, Supported opinion pieces, Summary writings  
Wiki, visualdisplays, Letters, Collages

## ***Resources***

Native group blasts Stephen Harper over gaffe. CTV.ca News Staff Date: Fri. Feb. 27 2004 8:46

Nokomis. "An Ojibwa Native Artist" *Native Art in Canada - An Ojibwa Elder's Art and Stories*.  
<http://www.native-art-in-canada.com/nokomis.html>

Nokomis. "Going to the Dentist - My Favourite Story" *Native Art in Canada - An Ojibwa Elder's Art and Stories*. <http://www.native-art-in-canada.com/goingtothedentist.html>

Robertson, Grant. "Comma Quirk Irks Rogers" *The Globe and Mail* Aug. 06, 2006 from  
<http://www.theglobeandmail.com/report-on-business/article838561.ece>

Unstatter, Jack. *Got Grammar?* John Wiley & Sons Inc:San Francisco 2007.

## ***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 are presented in this manner, with approved print materials available as 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.