

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL

Department Name: English

Ministry of Education Course Title: *Workplace Preparation
English*

Grade Level: 11

Ministry Course Code: *ENG3E*

Teacher's Name: Melissa Black

Developed by: Claire Piercey

Date: September 2008

Revision Date: September, 2009

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

Profile Name: Course Profiles, English, Grade 11, Workplace Preparation
(Public)

Text:

Prerequisite: ENG2P

Credits: One

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

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 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. I Know What I Know	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
	110 hours

Unit Descriptions

Unit 1 – I Know What I Know

This unit focuses on students' analysis and personal responses to stories, articles, and pictures.

As part of the introduction to the course, students read and discuss the course outline and expectations, and complete diagnostic assessments in language, reading, and writing. These include writing a well-constructed paragraph about their chosen career, identifying important current issues by reading articles from print and electronic sources, and defending their opinions on these articles both verbally and in writing. Students also analyse and justify pictures used with print and electronic sources and respond to a story in a carefully constructed personal essay.

Unit 2 – Novel Movies

Students choose a novel or a short story. 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. 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 communications skills. Through reading and writing of workplace communications, and interaction with guest speakers from local 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 culminating 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

The teaching strategies used in this outline are designed to give students opportunities to develop language and communication skills that relate to their life beyond the classroom. The teacher facilitates learning by having students involved in a variety of whole class, small group and individual activities, as summarized below. The teacher also continually assists students to make the connections between what they do in the classroom and the world beyond the classroom.

Whole Class Activities

Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following: class discussions; teacher demonstrations (research skills, etc.); video presentations; technological aids (research); guest speakers; diagnostic and review activities (audio and video taping); brainstorming; workplace related forms; and charts and graphs.

Small Group Activities

The teacher sets up small group activities to provide opportunities for active and oral learning as well as bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities. The group activities include the following: paired or small group research activities; comparison and evaluation of written work; comparison and evaluations of research materials; practical extension and application of knowledge; small group discussion; oral presentations; research; story boarding; and charts and graphs.

Individual Activities

The teacher sets up a variety of individual assignments that enable students to extend and consolidate the learning that takes place in the whole class and small group activities. The teacher also outlines student responsibilities for organization, note-taking, reflection, and self-assessment that follow from the whole class and small group activities, including the completion of tasks as homework. These activities are directly related to skills and concepts required in the workplace. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to students, both written and oral.

These activities include the following: research; individual assignments; oral presentations; practical extension and application of knowledge; ongoing project work; homework assignments; reading; graphs and charts; written assignments; journal (media log); personal dictionary/glossary; story boarding; and reflective/comparative analysis.

The Teaching/Learning Strategies outlined above also incorporate an emphasis on the development of enduring understandings for students. The development of authentic learning is established by creating examples that are drawn from the students' own lives, both past and present, and from the world of work.

The culminating activity for the course builds on the concepts and skills developed in the individual units. This allows students the opportunity to demonstrate their understanding of the key elements of this course.

Strategies that are used within the whole class, small group, and individual activities incorporate a variety of approaches to develop the appropriate language and literacy skills required in the world of work. They are as follows:

- using written material with immediate and lasting value and relevance to students;
- reading texts and charts analytically and critically for information;
- using diagrams, charts, graphic organizers for communication;
- using a variety of technological and written sources for research;
- relating information to their personal situations and interests.

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"> - 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/Inquiry	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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%
Summative	Culminating Activity (15%)	Culminating Reflective Journal	Knowledge/Understanding	3%
			Thinking/Inquiry	4%
			Communication	4%
			Application	4%
	Final Examination (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.