

Course Outline

School Name: Keewaytinook internet High School

Department Name: English

Ministry of Education Course Title: *Applied English*

Grade Level: 9

Ministry Course Code: *ENG1P*

Teacher's Name: Brad Keen

Developed by: Ed Kenny

Date: September 2007

Revision 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*)

Text:

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Freda Kenny

Principal's Approval (signature) _____

Approval Date:

Course Description/rationale

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 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

Unit	Length
1- Narrative Forms and Voices	25 hours
2- Poetic Forms and Voices	15 hours
3. Dramatic Forms and Voices	15 hours
4. Informational Form and Voices	30 hours
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, narrative poetry, myths, legends, and animated films. Students use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and atmosphere to understand and interpret narrative texts. Students record 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 a 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 texts and learn to identify certain types of poems such as prose poems, limericks, concrete poems, found poems, lyrics and songs. Students also find, read and study examples of poetry and poetic language in the world around them. Students apply appropriate strategies to read, understand, and interpret poetic texts. They learn to understand the value of good sound devices in creating powerful poetry, and understand the appeals to the senses, and figurative language. During this unit, students demonstrate their understanding of poetry by writing Response Journals, explications of poems, and their own poetry; by participating in class activities; by presenting poems orally; by creating a media product; and by 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, characterization, theme, setting and stylistic features of drama, including movement and voice. Students come to an understanding of 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 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 newspaper and magazine articles, surveys, letters, journals, memoirs, biographies, autobiographies, web sites, databases, newsgroups, documentary films, and other media works. Students develop a variety of strategies to understand informational texts, and to distinguish between fact and opinion. Students learn how to gather, select, and use research data to create their own informational texts and presentations. The unit provides an opportunity to integrate learning across the curriculum.

Unit 5 – Finding our Voices

Finding our voices is a culminating activity to practice the skills of narration, poetry, drama, media and research. Students may choose to move beyond their own personal experience to explore

literature and media that reveal the stories, ideas and opinions of other time periods or cultures. Students may choose to focus on a particular region, theme or genre. This course profile focuses 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 this unit students better understand themselves in a diverse society through cross-curricular and cross-cultural learning. They will have reviewed the skills and knowledge from Units 1-4 and completed assignments which have been added to their Writing Folder. The best pieces from the Writing Folder are chosen, edited, polished and published into their Portfolio.

Teaching/Learning Strategies

- On line explanation
- Demonstration
- Reading
- Structured Discussion
- Practical Exercise
- Drill
- Case Study
- Role Play
- Algorithm
- Interview
- Discovery
- Conference
- Brainstorming
- Group work
- Committee
- Dialogue
- Panel
- Listening Team
- Research project
- Online Guest speakers
- Group Critique
- Self Analysis
- Mentor Analysis
- Instructor Analysis
- Game
- Independent study

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	- Understand and explain the effect of specific elements of style in a variety of literary and informational texts - select and read texts for a variety of purposes - use print and electronic sources to gather information and explore ideas in written work	13%	
	Thinking/Inquiry	- make inferences based on information and ideas presented in texts - recognize, describe and correct sentence errors in oral and written communication	19%	
	Communication	- use a variety of forms of writing to express themselves, clarify ideas and engage the audience's attention, imagination and interest - explain how authors and editors use design elements to help convey meaning	19%	
	Application	- create media works for different purposes - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing and reporting/presenting, for specific purposes and audiences	19%	
Summative	Culminating Activity (15%)	- Design posters or a handbook entry on issues of importance to students (bullying, loneliness, prejudice, etc)	Knowledge/ Understanding	3%
		- Write a short advertizing slogan/song dealing with the individual's position in a hostile environment	Thinking/Inquiry	4%
		- Create a writing portfolio with examples of students best work	Communication	4%
			Application	4%
	Final Examination (15%)	Teacher made questions	Knowledge/Underst anding	3%
			Thinking/Inquiry	4%
			Communication	4%
			Application	4%
	TOTAL			100%

Assessment/Evaluation Strategies

Possible examples:

Paper and Pencil

tests
quizzes
work sheets
examinations

Other

teacher anecdotal records
teacher log
checklists
rubrics

rating scales

Performance Methods

projects
portfolios
presentations

essays
recitals
role playing
demonstrations
diagrams
constructions
journals

Personal Communication
interviews
conferences
classroom discussion
seminars
portfolio interview

self evaluation
peer evaluation

Resources listed in Bibliographical style

Craven, I Heard the Owl Call My Name. Bantam. 1973.
Fox Roman.. *Voices Under One Sky*. International Thomson; 1994
Taylor. Toronto at Dreamer's Rock. Fifth House Publishing, 1962
Yashinsky, *Next Teller: A Book of Canadian Storytelling* Ragwood Press, 1994

Any other **key** resources (software, texts, websites, etc)

<http://www.schoolnet.ca/>

<http://www.cyberscol.qc.ca/>

<http://www.word-detective.com>

<http://www.cbc.ca>

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.