

Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: College Preparation English

Grade Level: 12

Ministry Course Code: ENG4C

Teacher's Name: Claire Hutchings

Developed by: Vesa Peltonen Date: January 2009

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

Profile Name: Course Profiles, English, Grade 12, College Preparation

Text:

Prerequisite: ENG3C

Credits: One

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/Rationale

This course emphasizes consolidation of literacy, communication and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literacy works from various countries and cultures; and create oral, written and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college and the workplace.

Overall Curriculum Expectations

LISTENING TO UNDERSTAND

Listening to Understand: Listen in order to understand and respond appropriately to a variety of situations for a variety of purposes.

Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences with different audiences for a variety of purposes.

Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES

Reading for Meaning:: read and demonstrate an understanding of a variety of informational, literacy and graphic texts, using a range of strategies to construct meaning;

Understanding Form and Style: recognizing a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning;

Reading with Fluency: use of knowledge of words and cuing systems to read fluently.

Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading.

WRITING

Developing and Organizing Content: generate, gather and organize ideas and information to write for an intended purpose and audience.

Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose of the audience;

Applying Knowledge of Conventions: use editing, proofreading and publishing skills and strategies and knowledge to language conventions, to correct errors, refine expression, and present their work effectively.

Reflecting on Skills and Strategies: 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

Understanding Media Texts: demonstrate an understanding of a variety of media texts.

Understanding Media Forms: Conventions, and techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

Creating Media Texts: create a variety of media texts for different purposes and audiences,

using appropriate forms, conventions and techniques.

Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creator areas for improvement and strategies they found most helpful in understanding and creating media texts.

Course Content

Unit	Length
1. Unit 1. Tuning up	28 hours
2. Unit 2. Signing Up	30 hours
3. Unit 3. Signing Off	30 hours
4. Unit 4. Culminating Unit	22 hours
Total	110 hours

Unit Descriptions

Unit 1 - Tuning In

This introductory unit explore relationships and emphasizes literacy, critical thinking and communication skills while focusing on establishing and maintaining appropriate style and tone to suit specific audiences. Students explore relationships through a variety of informational texts, literary texts, and media. Role models will be discussed. This unit will have a close analysis of the workplace and school with presentation work, with a letter of transmittal that students would use to cover their work to a publishing company for example. Reading and writing for comprehension is included, also as is organization for one's future.

Unit 2 - Signing Up

This unit emphasizes consolidation of critical thinking, and communication skills with a focus on examining post secondary options. Students analyze informational texts, literary works and media works from various time periods and cultures; create essay organizers, essays, job advertisements, letters, of applications and short scripts. They analyze the interactions among media forms, audiences, and media industry practices. Novel study is a focus on the course. An important focus is on establishing appropriate style and using business, and technical language effectively. In this unit's major activity, students write a five-paragraph essay about a possible career destination that is of interest to them.

Unit 3 - Signing off.

Students read and write short stories, and letters to companies, use different mediums to communicate, and analyze text. In addition, an action plan to improve their communication skills, enhance their scripting skill, and develop their informal report skills is created. The activities in third unit build up on existing experiences that students have in other course. While the theme in the content is on finances for students, the

focus on language development and communication skills is maintained. As a culminating activity, students participate in a Financial Fair by creating a visual presentation for other young adults. The presentation addresses a number of issues related to finances. These may include a major purchase, applying for a credit card or OSAP, determining the cost of college, renting or buying a home. It may include another financial issue relevant to student life.

Unit 4 - Stepping Out

Students write a formal report that is based on this course units and share their findings in tutorial sessions with two or three other students. The unit will take place over the entire course. The tutorial sessions involves student participation in a conference group for the duration of the course. The presentation will require them to present the research conclusions and engage the group in discussion. Students chose a topic of interest to them or chose from a list of suggestions provided and incorporate two or three of the major elements from the two different units in the course. For example, a student selects College as a topic to examine and incorporates financial needs and types of programs as elements. The process includes a proposal of the topic with preliminary sources, a formal report, which includes a cover page, abstract, table of contents, introduction, body, recommendations, conclusion, appendices, and work cited. Students use a variety of texts examined in and out of class, primary research (interviews) as well as detailed issues relevant to their own needs and interest. In the final evaluation, students present and discuss their report.

Teaching/Learning Strategies

The students will experience a variety of activities:

Whole-Class Activities

- Conduct Socratic lessons: provide review
- Teach and model required skills in each of the strands.
- Create an atmosphere of trust and respect
- Set up field trips, and video presentations
- Invite guest speakers
- Discuss literacy works

Small group Activities

The teacher should create circumstances in which students may sometimes work in collaborative groups.

Students explore ideas, clarify their thinking, and gain insight and knowledge when they work together to solve a real problem or to reach a mutual goal.

- Writing activities
- pre-writing activities, such as brainstorming, webbing, or listening
- drafting
- conference groups
- revisions and editing groups
- dramatic readings and performances
- Research partners or workstation groups
- Tutorial groups for ISU

Individual Activities

The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher's plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing.

Teachers are encouraged to include individual activities such as the following in the course:

- Writing
- Reading responses
- Personal Writing
- Report Writing
- Essay Writing
- Script Writing
- Business and technical writing
- Independent research assignments
- Oral presentations
- Homework assignments
- Student-teacher conference

Evaluation

The student's final grade for the course will be determined as outlined in Program Planning and Assessment 2002 (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. 15% will be a culminating activity and 15% will be for the final exam.

Type of Assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/ Understanding	-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 information.	13%
	Thinking/ Inquiry	-identify the informational material and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing -identify the elements of style in a variety of informational and literary texts, focusing on how elements contribute to clear and accurate communication.	19%
	Communication	-use listening techniques and oral communication skills to participate in discussions and more formal activities, with a focus on using specialized languages appropriate on oral reports, role-playing and other presentations -use organizational structures and patterns to produce coherent written work.	19%

	Application	-demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, 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 (30%)	Culminating Activity- 15% Exam- 15%	Students create a multi-media presentation about their progress and growth in the course. Teacher made questions	Knowledge/ Understanding	6%
			Thinking/ Inquiry	8%
			Communication	8%
			Application	8%
TOTAL				100%

Assessment/Evaluation Strategies

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays, that build towards and prepare students from the end-of-course culminating task in Unit 4. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, e. teacher adapt generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

Resources

Booth, D.J. Green and J. Booth. *I Want To Read. Reading, Writing & Really Learning*. Harcourt, 2004.
ISBN 1897096674

Lee, Christopher and Rosemary Jackson, *What About Me? Strategies for Teaching Misunderstood learners*,
Portsmouth, NH: Heinemann, 2001, ISBN 0325003483

Mueller, Pamela. N, *Lifers: Learning from At-Risk Adolescent Readers*. Portsmouth. NH: Heinemann 2001. ISBN 08670965148

Active Listening Skills.- [www. Divorce peers.com/listening.htm](http://www.Divorcepeers.com/listening.htm)
Action/ Scholastic - www.scholastic.ca/education/magazines/faq.html

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

Program

This course is designed for students living in isolated Ontario communities which do not have access to high 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 internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, which approved print material available as a student resources in each classroom. The student and instructor communicate via internet, while a classroom mentor (a fully qualified teacher) assists in completing tasks in a timely manner and provides tutoring as required.

