

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: English, Academic

Grade Level: 9

Ministry Course Code: ENG1D

Teacher's Name: Jennifer Park

Developed by: Tammy West Date: September 2015

Revision Date: September 2022

Developed from:

Ontario Ministry of Education. (2007). *The Ontario curriculum, grade 9 and 10: English*.
Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 14, 2022

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. A variety of texts and resources have been chosen, however there is an emphasis on indigenous texts to help students further understand themselves and their culture, traditions and histories. 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 literary, informational, 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 literary, informational, 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

Course Content

Unit	Length
1. Narrative Forms and Voices	25 hours
2. Drama Studies - <i>Romeo and Juliet</i>	25 hours
3. Poetic Forms and Voices	20 hours
4. Novel Study - <i>Indian Horse</i>	25 hours
5. Media Studies	15 hours

Total	110 hours
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Unit Descriptions

Unit 1 – Narrative Forms and Voices

Students will develop an understanding of the conventions of narrative literature and language. Students will read and study a range of short narratives, including Indigenous and non-Indigenous short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. They will apply appropriate strategies to read, understand, and interpret narrative texts. Students will 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 will 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 will 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 – Drama Studies - *Romeo and Juliet*

Students will apply the skills learned in the preceding units to the analysis and study of drama. Students will identify, analyse, and interpret the elements of dramatic structure, character and characterization, theme, setting, and stylistic features of drama, including movement and voice. Students will understand the importance of the context (social, cultural, political) in which a literary work was created. Students will 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 will 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 3 – Poetic Forms and Voices

Students will read and study a variety of poetic forms and learn to identify different types of poems (i.e., lyric, expository, didactic, narrative, dramatic). Students will apply appropriate strategies to read, understand, and interpret poetic texts. They will learn to understand the value of auditory devices, figurative language, and form in creating powerful poetry. During this unit, students will 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. Students will be encouraged to draw on their personal experiences of life in a northern, isolated Indigenous community when they follow the writing process.

Unit 4 – Novel Study - *Indian Horse*

Students will read and analyze Richard Wagamese's *Indian Horse*. Students will be given a historical overview of Residential Schools as they relate to the novel. Students will be asked to complete a pre-reading assignment where they will respond to a scenario and create their own journal entries. Students will complete quizzes for each chapter to test their basic knowledge of the book. Students will study the various characters throughout the novel and will create their own short stories and poems, based on their experiences of life in a northern, isolated Indigenous community. At the end of the unit, students will be given the opportunity to view the film for *Indian Horse* and write a film review while comparing it to the text.

Unit 5 – Media Studies

Students will learn about the different formats of media (TV, radio, internet, newspapers) and the effects on the viewer. Students will learn about the stereotypes and biases that exist in our world today, investigate how these stereotypes and biases may affect minorities, including Indigenous peoples, and how they may overcome these stereotypes and biases. Students will learn to

differentiate between fact and opinion and learn how to form their own opinions on a subject by supporting their ideas with concrete facts. Students will create their own advertisement and review how it relates to the viewer and de-construct preconceived notions and stereotypes.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that are presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Mentors in the classrooms assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies are used in the online delivery of this course. Some instructional strategies include:

- anticipatory discussion before students read text to allow them to make connections and preview text;
- direct instruction on skimming, scanning, and self-questioning;
- pre-teaching of key vocabulary;
- read-alouds that model strategies for predicting, monitoring comprehension,
- clarifying, making inferences, understanding text features and text organization, and distinguishing between fact and opinion;
- small-group and partner support and interaction during reading, viewing, listening, and speaking tasks;
- opportunities for rehearsal/practice/presentation;
- templates and graphic organizers as tools to understand text and make notes;
- prompts and starter statements to encourage response and reflection;
- scaffolding writing instruction using templates to guide writing; and
- use of lists as pre-writing and after reading activities.

Learning goals are discussed at the beginning of each assignment and success criteria is provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (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	13

		Use print and electronic sources to gather information and explore ideas in written work	
	Thinking	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 Orally communicate question via a recording device on Moodle	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
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Exam (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
TOTAL			100

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Peer feedback on blog responses
- Ongoing descriptive feedback, including descriptive feedback on students' preliminary version of their opinion essay
- Small-group conversations to develop their opinions and communication skills
- Reading journal
- Self-assessment used to revise a media form
- Observations of student's rehearsal of an oral presentation
- Conversations with student on a regular basis (synchronous and asynchronous)

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Observation of individual contribution in a group role-playing activity
- Ongoing observations of most consistent work, with consideration given to most recent work
- Media presentation expressing an opinion
- Novel study projects
- Opinion essay

- Final exam
- Content quizzes based on novel study

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.
<http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2007). *The Ontario curriculum, grade 9 and 10: English*. Toronto ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2014). *Achieving excellence: A renewed vision for education in Ontario*. Toronto ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Roman, F. (1994). *Voices Under One Sky*. International Thomson.

Shakespeare, W. (1994). *Romeo and Juliet*. New York, New York: Penguin Books.

Toulouse, P.R. (2016). What matters in Indigenous Education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Wagamese, R. (2012). *Indian Horse: A Novel*. Douglas & McIntyre.

Welker, G. (n.d.) *How Rabbit fooled Wolf*. Retrieved on September 24, 2020,
www.indigenouspeople.net/rabbwolf.htm

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. 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 1320 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 resource 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 support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.