

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	English
Ministry of Education Course Title:	Grade 11, College Preparation
Grade Level:	11
Ministry Course Code:	ENG3C

Teacher's Name: John Parker

Developed by: Melissa Black      Date: September 2015

Revision Date: September 2022

Developed from:

Ontario Ministry of Education. (2007). *The Ontario curriculum, grade 11 and 12: English*.  
Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: ENG2P

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval: 

Approval Date: September 18, 2022

## **Course Description/Rationale**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, 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. The course is intended to prepare students for the compulsory Grade 12 college 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 Forms**

- 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;
- 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**

<b>Unit</b>	<b>Length</b>
<b>1. Intro to Basics of English Expression</b>	16 hours
<b>2. Expressing the World Around You</b>	16 hours
<b>3. Formal Expression</b>	16 hours
<b>4. Self-Expression</b>	16 hours
<b>5. Expressions in Novels</b>	16 hours

<b>6. Media Expressions</b>	30 hours
<b>Total</b>	110 hours

## ***Unit Descriptions***

### **Unit 1 – Intro to Basics of English Expression**

The first unit of the course will provide opportunities for students to review the basics of English Conventions such as spelling, punctuation, and paragraphing. Students will be asked to use both oral and written forms of communication. They will complete several tests to discover their current levels of ability. Additional support will be in place for students who speak their Native language first and at home.

### **Unit 2 – Expressing the World Around You**

This unit will focus on poetry. Students will be exposed to several teacher-selected texts as well as given the opportunity to experiment with writing their own poetry in a variety of forms. Students will be encouraged to draw from their lived experiences and their emotions to personalize their writing. This unit will provide opportunities for memorization and displaying/strengthening natural intelligence. The culminating activity in this unit will be the creation of a class poetry portfolio from self-selected student works.

### **Unit 3 – Formal Expression**

Students will develop skills in paragraph and essay writing, moving from the five-paragraph essay format towards the five-part essay format. Students will read and study examples of short essays written by Indigenous and non-Indigenous people. The culminating activity in this unit will be a five-part essay on an issue of student interest. The writing process will be broken down for students, allowing them to hand-in and receive feedback during the process.

### **Unit 4 – Self-Expression**

Students will gain an understanding and awareness of the benefits available to them from developing a life-long relationship with writing. Mental health and wellness will be stressed during this unit which will ask students to write several personal works that are not shared. Students will develop and strengthen their metacognition towards their writing.

### **Unit 5 – Expression in Novels**

Students will develop an oral presentation in the culminating activity for this unit, based on a novella they choose from a teacher-provided list that includes Indigenous and non-Indigenous writers. The activities throughout the week will help students connect with their chosen novella.

### **Unit 5 – Media Expressions**

Students will distinguish fact, opinion, bias, and reliable sources in local, regional and global media and written works. They will practice oral language and presentation skills through the creation of an infomercial. Students will develop an understanding of the power of language and its use in advertising.

## ***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.

The units and culminating activities in this profile reflect the research on Multiple Intelligences, which encourages the development of linguistic, mathematical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and natural intelligences. It is important for students to have access to a variety of opportunities to present what they know according to their talents or intelligences. Such

an approach builds on student interests and talent necessary to make English a highly engaging course.

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

- reading various works;
- independent study;
- media analysis;
- listening activities;
- writing processes; creative writing; writing to learn; guided writing;
- direct instruction;
- poetry;
- directed reading activities;
- expository essay writing;
- journaling;
- independent reading;
- oral presentation;
- independent research; research process; reports;
- creative media projects;
- expressing another point of view.

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	Clear, structured reading, response to reading, comprehension questions.	13
	Thinking	Students can recognize relevant thematic issues through responses to inquiries, ability to write structured paragraphs showing all three types of sentences, essay, completion of a variety of assignments.	19
	Communication	Regular responses to reading and fulfillment of writing assignments.	19

	Application	Manifesting comprehension and application of themes in a variety of literary formats; accurate response to questions, paragraph and essay writing, speech writing, presentations.	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
<b>TOTAL</b>			<b>100</b>

## 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:

- Ongoing descriptive feedback
- Journals
- Work samples
- Self-assessment
- Peer assessment
- Prediction of events in literature
- Mentor observations
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

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

- Ongoing observations of most consistent work, with consideration given to most recent work
- Performances
- Speech writing for a target audience
- Media works
- Conversations with students
- Summative unit activities
- Culminating activity
- Exam.

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**

Erdrich, L. (1984) *Saint Marie: A Short Story*. The Atlantic.

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Highway, T. (1988). *The Rez Sisters*. Markham, ON: Fifth House Ltd.

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Rick Mora. (2007, July 1). *Rick Mora in Koff beer commercial*. [Video].

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rockpaperjet. (2013, January 2). *Idle no more*. [Video]. YouTube.

<https://www.youtube.com/watch?v=ksESR2BVlqY>

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>

Van Camp, R. (n.d.). *A Darling Story*. Retrieved on October 9, 2020,

<https://themedicineproject.com/richard-van-camp.html>

## **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. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.