

Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name: English

Ministry of Education Course Title: English, College

Grade Level: 12

Ministry Course Code: ENG4C

Teacher's Name: Tika Thapa

Developed by: Tammy West Date: September 2016

Revision Date: September 2022

Developed from:

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

Text: None

Prerequisite: ENG3C

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 19, 2022

Course Description/Rationale

This course emphasizes the 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 literary texts 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 or the workplace.

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;
- 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. Where are you going and what will you need?	20 hours
2. Novel Study: Jimmy Comes Home	30 hours
3. Media Study and Forms	30 hours
4. Preparing for College	20 hours
Total	110 hours

Unit Descriptions

Unit 1 – Where Are You Going and What Will You Need?

Students will examine the pathway they will take after high school whether to attend college or go into the workplace. They can use MyBlueprint to support their understanding of options available and relevant options locally and regionally. Students will continue to develop their reading, writing and basic note taking skills while examining their own goals, interests, heritage and skills they will need to get to where they are. At the end of the unit, students will develop and present a package on themselves that summarizes their future goals.

Unit 2 – Novel Study: Jimmy comes home

Students will read and analyze Robert Checkwitch's Jimmy Comes Home. Students will be asked to participate in discussion forums where they will respond to a scenario and create their own opinions based on what they read. Students will compare their own lives to the lives of characters on Green Star Lake reserve. Students will examine various themes throughout the novel in preparation for their final writing task. At the end of the unit, students will write a five paragraph essay in MLA format on the themes and characters in the novel.

Unit 3 – Media Studies and Forms

Students will begin examining the media and the impact the media influences our thoughts and opinions. Students will examine various stereotypes in the media including racial and cultural stereotypes and how they are developed along with their implicit and explicit messages. Students will also look at the portrayals of men, women and persons with disabilities in the media, and how certain gender and ableist stereotypes are constructed. Students will also examine their own use of social media and the impact it has on their lives in regards to communication and relationships. At the end of the unit, students will construct a visual on a media topic of their choice. They will then present their findings via PowerPoint/Slides and with audio/video recordings.

Unit 4 – Preparing for College

Students will begin preparing for college by researching various schools and programs they wish to attend. Students will practice applying for college by filling out a mock application and doing a mock interview. Students will examine how the workplace and school connect. At the end of the unit, students will begin planning and present their own businesses and image as a means to earn money for college or develop their own business.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that is 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. Classroom mentors 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 will be used in the online delivery of this course. Some instructional strategies include:

- Anticipatory/post reading discussions before/after students read text to allow them to make connections to the 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 presentations;
- 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 will be discussed at the beginning of each assignment and success criteria will be 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 percent 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 Use print and electronic sources to gather information and explore ideas in written work	13
	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 Use discussion forums to orally communicate with peers and teacher via 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 role playing and reporting/presenting, for specific purposes and audiences	19
Final Evaluation	Culminating Activity	Knowledge/Understanding	3
		Thinking	4

(30%)	(15%)	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 discussion forums
- 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 media print
- Self-assessment used to revise a media form
- 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
- Independent reading study
- Final 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

- Adams, I. (1967, Feb 1). The lonely death of Chanie Wenjack. MacLean's. <https://www.macleans.ca/society/the-lonely-death-of-chanie-wenjack/>
- Checkwitch, R. (2007). *Jimmy comes home*. Green Star Lake Books.
- McCue, D. (2014, Jan. 29). What it takes for aboriginal people to make the news. CBC. <https://www.cbc.ca/news/indigenous/what-it-takes-for-aboriginal-people-to-make-the-news-1.2514466>
- MyBlueprint. (2017). *MyBlueprint education planner*. www.myblueprint.ca
- Ontario Colleges. (n.d.). *Apply now*. <https://www.ontariocolleges.ca/en/>
- 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, grades 11 and 12: English*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>
- Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- 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>
- Shebafilms Kelly Saxberg. (2011, Jan. 25). *Seeking bimaadiziwin* [Video]. Vimeo. <https://vimeo.com/19194578>
- 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>

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.