

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: English

Ministry of Education Course Title: English, Workplace

Grade Level: 12

Ministry Course Code: ENG4E

Teacher's Name: Tika Thapa

Developed by: Tammy West      Date: January 2016

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: ENG3E

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 consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures including the indigenous community, write summaries, reports, resumes, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

## **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**

<b>Unit</b>	<b>Length</b>
<b>1. Rights and Issues in the Workplace</b>	30 hours
<b>2. Stereotypes</b>	20 hours
<b>3. Future Opportunities</b>	30 hours
<b>4. Global Issues</b>	20 hours
<b>Total</b>	110 hours

## ***Unit Descriptions***

### **Unit 1 – Rights and Issues in the Workplace**

This introductory unit uses health and safety concerns as a context for developing the communication skills for the workplace. This unit examines health and safety concerns using local examples such as working at The Northern or the community store, as they relate to students on a more personal level. This unit also looks at workers' rights and their responsibilities in maintaining a workplace environment that is ethical and free from discrimination and harassment. Investigating the role of legislation and unions in maintaining the work environment is also an important aspect of the course. Students finish the unit by completing a culminating activity based on one of the issues studied.

### **Unit 2 – Stereotypes**

Students examine and analyse how people from different groups, including Indigenous and non-Indigenous people, are represented in literature and in various media forms. Students are given the opportunity to identify and explore various forms of stereotypes and non-traditional jobs. Throughout this unit, students gain an understanding of how stereotypes and biases can affect their lives. They apply the knowledge of media practices and the media industry and critical thinking skills to create their own media products. Students are required to write journal responses, reports, and a personal essay as well as to communicate orally through presentations and debates.

### **Unit 3 – Future Opportunities**

Students develop an understanding of their potential place in the future workforce by examining their personal attributes, community involvement, experiences, and range of skills they bring to the evolving workplace. Investigative study of a wide range of current local, regional and global, print and electronic resources directs students to an appreciation of the changing face of the job market. An essential component of this unit is an understanding of the emerging demographic profile, which is shaping the workplace choices of the next generation. Employability skills are emphasized and students research local and regional opportunities. Students recognize that these transferable skills are the footings upon which their employment futures are constructed. Skills specific to the job search process are revisited with attention to creating a résumé, crafting a successful interview, and circumventing communication barriers. Students use technology to explore the impact of the Internet as a job search tool. As their understanding of the inter-relationship among demography, technology, and personal opportunities develops, students recognize the value of preparing today for tomorrow's workplace.

### **Unit 4 – Global Issues**

This unit builds on the knowledge, skills, and insights developed throughout the course and has been designed to be used as the final evaluation. Students expand their knowledge of literature and the workplace by studying a small selection of short stories from around the world. Students become familiar with different social and cultural norms, lifestyles, and communities. Students produce a short comparative study based on two short stories. Using this prior knowledge, students look at a specific issue affecting a specific region of the world and determine the impact on the community. Students apply their communication skills, knowledge of the workplace, and its issues to research an issue of their choice. Students organize research, complete a cause and effect analysis, and draw conclusions to determine the impact the issue has had on the community. Using their knowledge of media texts and audiences, students choose the best media forms to organize content and communicate ideas about this issue. Students prepare a two-minute talk explaining their issue's impact and share their exhibits with classmates.

## ***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:

Written:

- Journal
- Written Answers
- Report
- Essay
- Organizer/Chart
- Summary
- Media Log
- Technical Writing
- Interview Questions
- Comparison Paragraph
- Description
- Formal Letter
- Resume

Oral:

- Oral Report
- Oral Proposal
- Class/Group Discussion
- Interview
- Debate
- Advertisement
- Conference

Performance:

- Multimedia Presentation
- Visual Representation
- Storyboarding
- Pamphlet
- Informational Page
- Website
- Interactive Display
- Exhibit

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 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	Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning.	13
		Thinking	19
		Communication	19
		Application	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;

- Interactive displays;
- Visual essay and collage;
- Written activities as well as performance based activities;
- Self-assessment (e.g., weekly self-assessment of learning, relative to specific course content as well as in contextual school, community and Land based learning);
- Peer assessment;
- 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;
- Newsletter;
- Website development;
- Performance based activities;
- 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**

Adams, J., Costello, C., & Naylor, S. (2000). *Reading and writing for success senior*. Toronto: Harcourt Canada.

Kirkup, K. (2016, May 17). *60% of First Nation children on reserve live in poverty, institute says*. CBC. <https://www.cbc.ca/news/indigenous/institute-says-60-percent-fn-children-on-reserve-live-in-poverty-1.3585105>

McCue, D. (2014, January 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>

- Ontario Human Rights Commission. (n.d.). Retrieved on October 20, 2020, <http://www.ohrc.on.ca/en>
- Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>
- 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. (2007). *The Ontario curriculum, grades 11 and 12: English*. <http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.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>
- Ontario Ministry of Labour, Training and Skills Development. (n.d.). *Employment standards*. <https://www.labour.gov.on.ca/english/es/>
- SCEC. (2014, January 10). The Turtle Story: A Native American account of earthquakes [Video]. YouTube. [https://youtu.be/8\\_83ppaxT74](https://youtu.be/8_83ppaxT74)
- 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.