

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	English
Ministry of Education Course Title:	Grade 10 English, Academic
Grade Level:	10
Ministry Course Code:	ENG2D

Teacher's Name: Benjamin Gallup

Developed by: Angela Batsford-Mermans Date: September 2015

Revision Date: September 2017

Developed from: The Ontario Curriculum, Grade 9 and 10 English, 2007

Text: None

Prerequisite: ENG1P or ENG1D

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 11, 2017

Course Description/Rationale

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or 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 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. Effective Communication	30 hours
2. Diversity	30 hours
3. My Voice	25 hours
4. Independence	25 hours
Total	110 hours

Unit Descriptions

Unit 1 – Effective Communication

Students develop an understanding of their current skills and some strategies in talking, listening, thinking, reading, viewing, writing, and reflecting through a series of diagnostic activities. Students identify their strengths and weaknesses, and through the use of a variety of texts, will work towards improving their communication skills. Students begin to construct and organize an ongoing portfolio that reflects and extends their learning experiences.

Unit 2 – Diversity

During this unit students will analyse the world around them and the issues that pertain to inclusion and exclusion by examining it through literacy, media, and stories. Students will have the opportunity to analyse viewpoints in Aboriginal and mainstream media, as well as examine misconceptions and stereotypes in media, with a focus the portrayal of Aboriginal peoples in film. The skills and tools learned in this unit will give students the ability to become caring, compassionate, and creative individuals in our global community. Students will examine this perspective by being reading fiction and non-fiction literature that explores human diversity. Students will also begin their novel study of *The Night Wanderer*, a Native Gothic novel, while continuing to contribute to their portfolio.

Unit 3 – My Voice

During this unit students will become increasingly aware of the issues that surround them in their daily lives. Students will discover and develop their own unique voice, views and writing skills to create logical, coherent, and persuasive paragraphs. This unit will equip students with the tools they need to present their positions in oral and written format and clarify their own opinions about a variety of issues. This unit addresses students' growing responsibilities and need to establish independent opinions and take participatory roles in society's decision-making processes, enabling them to become active members of society. Student will use the skills and tools learned in this unit to create an oral presentation addressing a local issue within the school or their community.

Unit 4 – Independence

During this unit, students will be assigned daily independent reading in order to assist them and encourage them to make reading a habit. Students will be given questions to help monitor, comprehend, and reflect on what is being read. Students will also write daily reading responses which will demonstrate their knowledge and understanding, thinking, communication as well as their application of skills and knowledge. Students will also extend their classroom reading habits into their personal lives by selecting a text for independent study. In a final review, students will practice their acquired and honed skills in reading and writing in preparation for their exam.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be 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;
- 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, checklists, and exemplars.

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. 47).

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	-identify the purpose of a variety of listening tasks and set goals for specific purpose; -identify the most important ideas and supporting ideas in texts.	13
	Thinking	-analyze oral texts; -identify and analyze the perspectives and/or biases evident in oral texts.	19
	Communication	-select and use appropriate active listening strategies when participating in a variety of classroom interactions; -communicate orally for a variety of purposes, using language appropriate for the intended audience.	19
	Application	-extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; -extend understanding of texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights.	19
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Examination (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
- Conversation about student's portfolio, including discussions about personal growth and areas for improvement
- Media presentation expressing an opinion
- Novel study projects
- Opinion essay
- Final exam

Resources

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

Ontario Ministry of Education. (2017). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>

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

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

Taylor, D.H. (2007). *The night wanderer*. Toronto, ON: Annick Press Ltd.

Program Planning

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school 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 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 tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.