Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	English

Ministry of Education Course Title: Grade 10 English, Locally Developed

Grade Level: 10

Ministry Course Code: ENG2L

Teacher's Name: Benjamin Gallup

Developed by: Angela Batsford-Mermans   Date: September 2015

Revision Date: September 2017

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

Text: None

Prerequisite: Any Grade 9 English

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)

Approval Date: September 11, 2017

Course Description/Rationale

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English, Grade 11, Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation course.

The course is organized by units that extend listening and talking skills, reading and viewing skills, and writing skills. In all units, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking. Students reflect regularly upon their growth in these areas.

Overall Curriculum Expectations
Extending Listening and Talking Skills
- apply active listening strategies to gather information and ideas as they contribute to small
- group and class discussions;
- use talk to extend critical and creative thinking skills in small and large group interactions;
- contribute ideas and engage in thoughtful conversation in classroom activities;
- assess their growth as oral communicators and set goals for extending their talking and listening skills.

Extending Reading and Viewing Skills
- apply reading and viewing strategies to understand and make connections with texts that are
- part of school, workplace, and everyday life, with an emphasis on increasing independence;
- read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;
- assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.

Extending Writing Skills
- apply the writing process by generating and organizing ideas, writing a draft, revising, and
- editing to produce a variety of short written texts;
- convey information and ideas with clarity and coherence in a variety of short print and non-print forms;
- assess their growth as writers and set goals for extending their writing skills.

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 may complete interests, strengths, and needs surveys; values systems checklists; spelling analyses; individual oral reading inventories; writing samples; and self-reflection on past performances in various subject areas as part of this diagnostic process. This information gives both the teacher and students a point of reference for selecting appropriate activities and extending learning. Students identify their strengths and discover how best to further develop or improve their communication skills. Students will then develop their reading, writing, and communication strategies by engaging in a variety of motivational fiction, non-fiction, and authentic texts relevant to their experiences. Students begin to construct and organize an ongoing portfolio that reflects and extends their learning experiences.

Unit 2 – Diversity

During this unit students will examine various forms of literature, including works by First Nations authors, to explore and interpret the multicultural society that they live in. This unit will also encourage students to analyze each other's perspectives and learn to appreciate the different voices that unite and represent our multi-cultural society. Students will examine and respond to viewpoints of issues portrayed in current political, social, historical, cultural, economic, or inspirational texts, separating fact from opinion and detecting bias. Students continue to contribute items to their portfolio, to reflect on their growth as learners.

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 persuasive paragraphs. This unit will equip students with the tools they need to present their positions in 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.

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. In a final written examination, students will demonstrate their acquired and honed skills in reading and writing.

Teaching/Learning Strategies

The order of units and activities given in the course profile will be followed because of the sequential nature of the learning. Students will explore how to lead a healthy active life.

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 eight 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, self-questioning, and vocabulary;
- read-alouds and think-alouds that model strategies for predicting, monitoring comprehension,
- clarifying, making inferences, understanding text features and text organization, and distinguishing between fact and opinion;
- shared reading and writing;
- experiential learning;
- independent reading, researching, note-making;
- small-group and partner support and interaction during reading, viewing, listening, and speaking tasks;
- templates and graphic organizers as tools to understand text and make notes;
- prompts and starter statements to encourage response and reflection;
- highlighting text, using stick-on notes, and making margin notes where appropriate;
- scaffolded writing instruction using templates to guide writing;
- 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.

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 important ideas and supporting details in both simple and complex texts; - identify several different text features and explain how they help communicate meaning.	13
	Thinking	- analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements; - locate and select information to support ideas for writing.	19
	Communication	- identify and use several different active listening strategies; - communicate orally for several different purposes, using language suitable for the intended audience.	19
	Application	- extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them; - extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.	19
Final Evaluation (30%)	Culminating Activity (15%) Final Examination (15%)	Knowledge/Understanding	3 %
		Thinking	4 %
		Communication	4%
		Application	4%
		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:
- on-line submissions
- written journals
- concept maps
- practical applications
- anecdotal comments with suggestions for improvement

Evidence of student achievement (assessment of learning) is collected from various sources, including the following:
- research projects/reports
- media presentations
- unit and activity tests/quizzes
- Ongoing observations of most consistent work, with consideration given to most recent work

Resources

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

Molitor. S. (2005). *Course profile grade 10 English: ENG2L.* Retrieved from http://sirguycarletonss.com/english/wp-content/uploads/sites/4/2013/02/ENG2L.pdf

Ontario Ministry of Education. (2007). *The Ontario curriculum grades 9 and 10: English.* 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

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 utilized 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.