Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL

Department Name: English

Ministry of Education Course Title: Grade 10 English, Applied

Grade Level: 10

Ministry Course Code: ENG2P

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: 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 secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to pre- pare students for the compulsory Grade 11 college or workplace 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 informational, literary, 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 informational, literary, 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 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 analyze the world around them and the issues that pertain to inclusion and exclusion by examining it through literacy, media, and stories. Through critical analysis of the novel study, The Absolutely True Story of a Part-Time Indian, students will have the opportunity to explore the impact of exclusion and the power of inclusion by learning how misconceptions and stereotypes lead to hurtful practices. The skills and tools learned in this unit will give students the ability to become caring, compassionate, and creative individuals in our global community. The power of literature gives students the opportunity to predict solutions to the negative consequences of stereotyping and learn that there is unity in diversity. Students will examine this perspective by being reading fiction and non-fiction literature that explores human diversity.

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. Students will continue to contribute to their portfolio.

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 texts that can be read outside of the classroom. 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 (%)
Formative (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
Summative (30%)	Culminating Activity (15%) Final Examination (15%)	Knowledge/Understanding	3 %
		Thinking/Inquiry	4 %
		Communication	4%
		Application	4%
		Knowledge/Understanding	3%
		Thinking/Inquiry	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

Assessment tools include:
- marking schemes, rubrics

Resources (APA)

Alexie, S. (2007). *The absolutely true diary of a part-time Indian.* New York, NY: Hachette Book Group USA.

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. (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.