

Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: Workplace Preparation English

Grade Level: 12

Ministry Course Code: ENG4E

Teacher's Name: Tammy West

Developed by: Tammy West

Date: September 2010

Revision Date: September 2015

Developed from: The Ontario Curriculum, Grades 11 and 12 English, 2002

Profile Name: English, ENG4E, Grade 12, Workplace Preparation

Text: None

Prerequisite: English, ENG3E, Grade 11, Workplace Preparation

Credits: 1

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 18, 2015

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, 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 informational, graphic, and literary 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, graphic, and literary 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

<i>Unit</i>	<i>Length</i>
Unit 1: Rights and Issues	30 hours
Unit 2: Stereotypes	20 hours
Unit 3: Future Opportunities	30 hours
Unit 4: Global Issues	30 hours
Total	110 hours

Unit Descriptions

Unit 1 - Rights and Issues

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 as they

relate to students on a 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 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 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 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. 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 for the course. Students expand their knowledge of literature and the workplace by studying a small selection of short stories from a global perspective. 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. Students write a reflective piece evaluating the effectiveness of another student's exhibit.

Teaching/Learning Strategies

Students will come to the course with a range of skills and learning strategies they have developed in prior English courses. The teacher provides the students with a wide range of informational, literary and technical reading selections. The teacher also needs to provide the students with the opportunity to write for a variety of purposes.

The teaching/learning strategies in the profile provide a range of written, oral, and performance-based activities.

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

- Multi-media Presentation
- Visual Representation

- Storyboarding
- Pamphlet
- Informational Page
- Website
- Interactive Display
- Exhibit
- Poodll

The use of a glossary is emphasized throughout the course. Students are required to write unknown words and definitions into their own personal glossaries in order to increase their understanding of the vocabulary introduced, as well as create a reference for spelling and meaning of the terms studied in this course.

Students have a choice of how they wish to present their final product for each culminating activity. These choices are repeated throughout the course, with students being required to choose a different format each time. These activities are designed to give students the opportunity to demonstrate the application of their knowledge in a variety of ways. The students are given choices that reflect their own learning style and preferences. Finished products for the culminating activity for Unit 1 will provide exemplars for the students in the following units.

Evaluation

The student's final grade for the course will be determined as outlined in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and /or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of Assessment	Category	Details		Weighting (%)
Formative (70%)	Knowledge/ Understanding	<p>Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p>Read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning.</p>		13%
	Thinking/ Inquiry	<p>Use knowledge of words and cueing systems to read fluently.</p> <p>Generate, gather, and organize ideas and information to write for an intended purpose and audience.</p>		19%
	Communication	<p>Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p> <p>Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p> <p>Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p>		19%
	Application	<p>Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p> <p>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.</p>		19%
Summative (30%)	Culminating Activity	Write a research paper, include a visual representation and complete reflection.	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%

	Final Exam	Divided into four parts based on the units throughout the course.	Knowledge/ Understanding	3%
			Thinking/ Inquiry	4%
			Communication	4%
			Application	4%
			TOTAL	100%

Assessment/Evaluation Strategies

The teacher is responsible for determining how assessment and evaluation methods will be used in the course. It is essential that teachers consider the range of skills, previous experiences, and prior knowledge students bring to the course.

Assessment tasks:

- Address learning expectations and tasks.
- Are developed from clusters of expectations.
- Are fair to all students.
- Provide opportunities for students to perform at all levels and in all categories of the Achievement Chart.
- Are varied in nature and provide students with choice and opportunities to demonstrate their achievement based on their strengths.
- Provide opportunities for self- and peer assessment using checklists and rubrics prior to the teacher's summative evaluation.
- Are clearly communicated to students prior to being assessed and evaluated.

Each unit in this course provides for diagnostic, formative, and summative assessments. Diagnostic assessment is used to determine prior skills and knowledge so that teachers may make appropriate choice with regard to learning tasks. Each unit contains formative assessment to allow for practice and improvement. Each unit ends with a similar culminating task that provides students with the opportunity to demonstrate their learning using various forms of communication for different audiences and purposes.

These tasks include: poster, pamphlet, a storyboard for commercial, informational page, newsletter, website, interactive display, visual essay and collage. Students will have the

opportunity to view good student models and they may choose to use them as exemplars for their next culminating activity task. Teachers may choose to collect these products in a portfolio.

List of Assessment Tools

- Checklists (observation and editing)
- Rubrics (writing and presentation)
- Rating scales
- Anecdotal comments/feedback
- Knowledge/Understanding test

Assessment tasks should provide a range of written, oral, and performance-based activities to match the teaching strategies listed in the section above. Anecdotal comments, checklists, rating scales, marking schemes and rubrics should be selected by teachers as appropriate to match the tasks. The developed unit provides a model of how assessment tasks and tools can support teaching and learning.

Resources

Adams, J., C. Costello, and S. Naylor. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1490-5

Ontario Rights Commission – <http://www.ohrc.on.ca>

Ontario Ministry of Labour, Employment Standards – <http://www.gov.on.ca/LAB/in.totm>

Equal Opportunity Plan (EOP) – <http://www.equalopportunity.on.ca>

Growing Success: Assessment, Evaluation and Reporting in Ontario School (2010) - <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

The Ontario Curriculum, Grades 11 and 12: English, 2007 (revised) - <http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf>

Course Profile: English, Grade 12, Workplace Preparation (ENG4E) - <http://csc.immix.ca/storage/126/1283534222/ENG4EP.pdf>

Margaret Atwood's Official Website - <http://www.margaretatwood.ca/>

Program Planning

This course is offered to 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 800 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 resources in each classroom. The student and instructor communicate via internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required.