School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: English, University Preparation

Grade Level: 12

Ministry Course Code: ENG4U

Teacher's Name: Tammy West

Developed by: Claire Hutchings   Date: December 2009

Revision Date: September 2014

Developed from: The Ontario Curriculum, Grades 11 and 12, English, 2007
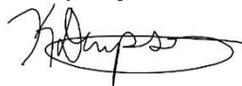
Text:

Prerequisite: ENG3U

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)

Approval Date: September 11, 2017

Course Description/Rationale

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; 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 using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Overall Curriculum Expectations

LISTENING TO UNDERSTAND
- listen in order to understand and respond appropriately to a variety of situations for a variety of purposes.
- use speaking skills and strategies appropriately to communicate with different audiences with different audiences for a variety of purposes.
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES
- read and demonstrate an understanding of a variety of informational, literacy and graphic texts, using a range of strategies to construct meaning;
- recognizing a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use of knowledge of words and cuing 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 of the audience;
- use editing, proofreading and publishing skills and strategies and knowledge to 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 creator areas for improvement and strategies they found most helpful in understanding and creating media texts.

Course Content

Unit	Length
Unit 1. Everybody has a Story	30 hours
Unit 2. Voice of the Storyteller	25 hours
Unit 3. Telling the Story	29 hours
Unit 4. The Truth of the Story	26 hours
Total	110 hours

Unit Descriptions

Unit 1 - Everybody has a Story
Students explore how story is part of their own lives and examine a variety of stories. Students analyze the influence of social, cultural, and economic values and perspectives on text. Narrative poetry, ballads, and song introduce the oral tradition of early story telling while mythology across various cultures could be used as an early form of storytelling to explain the world and people's connection to it. Finally, students undertake an intensive study of a drama. Throughout these activities students develop skills for their culminating activity: the development of a script.

Unit 2 - Voice of the Storyteller
Students develop skills in questioning, analyzing, and responding to literature with a focus on voice and theme in the stories told. The culminating activities are a literary essay (analysis) and an oral presentation involving a panel discussion or press conference. As in the first unit, this unit also connects to the Independent Study Unit. Students continue to examine issues and themes, but also use these activities to provide practice and feedback for the written and oral components in Unit 4.

Unit 3 - Telling the Story
Students investigate how story telling is grounded in the family unit. The focus is in the study/viewing of a play such as *Hamlet,* as well as on the literary study of non-fiction stories and the essay. Students read and analyze a variety of essays, reviews, editorials, biographies, and other forms of non-fiction. The culminating activity consists of an argumentative essay, a media work, and a report. As in Units 1 and 2, students continue to examine issues and themes, but also use these activities to provide practice and feedback for the written and oral components in Unit 4.

Unit 4 - The Truth of the Story
Students select challenging texts and begin reading a variety of literary works (approved by the teacher) during Unit 1 in preparation for the Final Culminating Unit. These texts may include any combination of novels, drama, short stories, or essays. The choice of reading and the topics to be developed must connect to the theme of the truth of the story. The Independent Study Unit (ISU) provides students with an opportunity to demonstrate understanding of the interplay of social, cultural, and economic values and

perspectives on the themes and interpretations of texts. Students read selected essays, reviews, and criticism in order to present a report on the success of the novel, drama, short stories or essays. The final culminating unit has three components: a written essay, (literary or argumentative), an oral presentation, and a media creation.

Teaching/Learning Strategies

The students will experience a variety of activities:

Whole-Class Activities
Whole class activities are designed to introduce concepts and skills that are directly applicable to the workplace and to build on the content being studied during small group and individual activities. These activities include the following:

Class discussions that are facilitated through video conferencing, email, and telephone conversations with their subject teacher or discussions with other students or the mentor concerning the concepts and skills being studied. This is done with the use of Socratic circles for discussions.

Teacher demonstrations (research skills, etc.) with their mentors in the classroom, through video conferencing, email, or telephone conversations with subject teacher, or videos provided of a teacher or student demonstrating the concepts and skills being studied. This helps the student and teacher create an atmosphere of trust and respect to aid in the online learning environment.

Video presentations and technological aids (research) with videos embedded to enrich the course content and clarify concepts and skills being studied. Also the use of online pre approved quizzes and games to help a student become more familiar with the concepts and skills being studied.

Diagnostic and review activities (audio and video taping) can be student lead or teacher lead to work as a review for students through audio and video's made to share among each other to help reinforce the concepts and skills being studied.

Brainstorming, charts and graphs are a great way for students to demonstrate their knowledge of   subject matter through graphic organizers, pictures, and texts. This is communicated through   assignments in Moodle uploading, faxing, and scanning of student work.

Small group Activities
The teacher sets up small group activities to provide opportunities for active and oral learning as well as bolster practical communication and teamwork skills. The teacher plays a critical role during group activities by monitoring group progress as well as answering questions that arise and using questions to assist students in their understanding. In this way, the teacher also facilitates student understanding of effective learning, communication, and team building during group activities.

The small group activities include the following:

Paired or small group research activities students are able to share their work online with not only their teachers, but their classmates too. Students are able to share resources through email, phone, and video conferencing. The ability to learn from each other, work on teamwork skills, and practice communication are valued and encouraged throughout the course.

Comparison and evaluation of written work is very important in this course. This course focuses on giving many examples of correct work, and helping students build the skills needed to peer correct and self correct. Students are given a variety of texts to read through embedded links, and resources available in each classroom to make comparisons with different texts, real life situations, and their own writing.

Practical extension and application of knowledge is used as an effective learning strategy in this course because it allows the students to read and listen to the texts and stories and reflect back with connections to themselves, other texts and the world. Students are encouraged to share their understandings through work submitted each day, phone conversations about course work, email, or videoconferencing.

Oral presentations in an online environment we have the equipment to have student either live video conference oral presentations, or make videos and submit them for their oral presentations. These oral presentations can be viewed by classmates, mentors, and the teacher. Students can learn from one another, and from their mentor and teacher. Such activities include dramatic readings and performances

Story boarding an excellent way for students to present their findings, thoughts, and ideas. This allows another way for their work to be communicated and shared between the student and teacher, student and mentor, and student to student. This can be down through uploading on Moodle, video conferencing, and email.

Charts and graphs are used to present effective learning opportunities of concepts and skills to students who would benefit from visual objects to learn. Every student learns differently, and it is used to help students discover another way to present their information such as graphic organizers, lists, and pictures.

Students explore ideas, clarify their thinking, and gain insight and knowledge when they work together to solve a real problem or to reach a mutual goal.

Individual Activities
The teacher should provide a variety of individual assignments to expand and consolidate the learning that takes place in the whole-class and small group activities. Individual activities allow the teacher to accommodate interests and needs and to access the progress of individual students. The teacher's plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing.

Teachers are encouraged to include individual activities such as the following in the course:

Research is completed in an online environment by teaching the students first about plagiarism rules and giving examples of good sources to use. The students are not only limited to the online search for information, but have resources available by links on the

Moodle page of information that has been scanned and uploaded, and resources found in the classroom.

Individual assignments are worked on at a student's own pace. Student's have a mentor (fully licensed teacher) in the classroom who they can ask questions to, as well as the email and phone number of their subject teacher. The teacher can support the student in these activities with ongoing feedback.

Oral presentations are facilitated through the use of video conferencing and videotaping. Each classroom is set up with equipment and a mentor who is able to use all the equipment to help students be able to communicate and submit their oral presentations to their teachers and peers.

 Practical extension and application of knowledge helps students develop their own voice, and gives them the ability to make personal connections, and connections to the world throughout their course. Students are given a variety or reading and viewing texts to give them many chances to apply their new concepts, skills, and knowledge.
Ongoing project work is something that is valued in the learning of an English credit. Students are able to upload, scan, and submit any way possible the different stages in which they are working on a project, paper, or activity. The ongoing project can be submitted to the teacher for ongoing feedback in both written and oral work.

Homework assignments are any work a student has not completed for that day or week that needs to be done to stay on schedule. It helps the students understand and enhance their level of achievement by completing every assignment. Students have the ability to print off assignments to take home and work on, or can log into their course at home if they have access to the internet.

Reading students are able to read a variety of texts online and in the classroom. The students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available. The students have dictionaries available, and are able to ask their mentor or teacher to clarify the readings or help them take notes.

Written assignments are used to allow students to develop their skills in writing, comprehension, and communication. With the online format students submit their work, and have a chance to get feedback from the teacher, and submit their best work. This can be demonstrated with reading responses, personal writing, report writing, essay writing, script writing, business and technical writing, and individual research assignments.

Journals are used with student to be able to self reflect on their subject matter, and see their progress over time. It allows students a different medium of presenting their thoughts and skills learned.

Reflective/Comparative analysis is used with students work in their portfolios do have self reflection of their accomplishments, skills, and concepts learned over the year. This can be accomplished with student and teacher conferences.

Evaluation

The final grade will be determined as follows:

- 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.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010, p. 41.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	-read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas and issues -demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction drama, poetry and information.	13%
	Thinking	-identify the informational material and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing. -identify the elements of style in a variety of informational and literary texts, focusing on how elements contribute to clear and accurate communication.	19%
	Communication	-use listening techniques and oral communication skills to participate in discussions and more formal activities. -use organizational structures and patterns to produce coherent written work.	19%
	Application	-demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, based on ideas, themes, and issues examined in this course. -use knowledge of media forms, representations. audiences and industry practices to analyse a variety of media works	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

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students from the end-of-course culminating task in Unit 4. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, e. teacher adapt generic rubrics available in many sources, including the Ontario Secondary School Literacy Course (OSSLC) Profile, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

The assessment tasks provide a range of written, oral and performance activities including:

Comprehension checklists	Poems
Editing checklists (self, teacher)	Story Development
Reflections	Evaluation
Outlines in the form of planning sheets	Posters
Script Writing	Illustrated charts
Completed templates and organizers	Reports
Oral Presentations and Active Listening	Supported opinion pieces
Journaling	Summary Writings
Produce Media Texts	Persuasive Writing
Letters	Poodll - to test oral communication skills

Resources

Course Profiles, English, Grade 12, University Preparation

Marshall, A. (2001). *Everybody's Got a Story.* Sony Music Canada. Retrieved from (www.amandamarshall.com)

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.

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

Websites

English Language Arts Network: www.elan.on.ca (Useful materials and links to other English sites.)

Glossary of Literary Terms: www.galegroup.com/free_resources/lit_kit/glossary.htm

The Literary Criticism Web: www.cumber.edu/litcritweb/theory/newhistoricism.htm

Shakespeare, William. *Hamlet.* New York: Pocket Books, 1992. ISBN 0-671-72262-X

Writing Resources

Messenger, William E. and Jan De Bruyn. *A Canadian Writer's Handbook,* 2nd ed. Scarborough: Prentice-Hall, 1986. ISBN 0-13-113259-8

Oral Language

Jeroski, Sharon, David Fisher, Patricia McIntosh, and Helen Zwick. *Speak for Yourself.* Scarborough: Nelson, 1990. ISBN 0-17-603091-3

Miyata, Cathy. *Speaking Rules*! Markham: Pembroke Publishers. ISBN 1-55138-132-X

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.