

## Course Outline

**School Name:** Keewaytinook internet High School

**Department Name:** English

**Ministry of Education Course Title:** *Locally Developed English*

**Grade Level:** 9

**Ministry Course Code:** *ENG1L*

**Teacher's Name:** Judy Barratt

**Developed by:** Ed Kenny

**Date:** October 2007

**Revision Date:** September 2017

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

**Text:** None

**Prerequisite:** None

**Credits:** 1.0

**Length:** 110 hours

**Principal's Name:** Kevin Dempsey

**Principal's Approval (signature)**



**Approval Date:** September 11, 2017

## ***Course Description/Rationale***

This course provides grade nine students with the essential foundations of literacy and communication skills that will help them in their daily lives. This course is designed to develop listening, speaking, reading and writing skills by developing strategies and putting them into practice. Time is spent exercising each of these skills by completing online activities in order to acquire a solid foundation of literacy that will teach students how to use language clearly and sufficiently in their day to day lives.

## ***Overall Curriculum Expectations***

### **Developing Listening and Talking Skills**

- use listening skills to participate in formal and informal classroom discussions;
- use talk to develop thinking skills in small and large group interactions;
- contribute ideas and converse while participating in classroom activities;
- identify their strengths as oral communicators and reflect on next steps in further developing listening and talking skills.

### **Developing Reading and Viewing Skills**

- develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;
- read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected;
- identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills.

### **Developing 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 clearly in a variety of short written forms;
- identify their strengths as writers and reflect on next steps in further developing their writing skills.

## Course Content

<i>Unit</i>	<i>Length</i>
Unit 1. This is Now	16 hours
Unit 2. That was Then	19 hours
Unit 3. Guides and Gateways	32 hours
Unit 4. Pathways and Possibilities	30 hours
Unit 5. The Future is Mine	13 hours
<b>Total</b>	110 hours

## Unit Descriptions

### Unit 1 – This is Now

This unit introduces students to the core concepts of English and how it can apply to everyday life. Students will begin to build upon their understanding of strengths and next steps for growth in talking, listening, thinking, reading, viewing, and writing. The teacher will teach students a variety of reading and writing strategies, as well as provide opportunities for discussion, reflection, listening, and written responses. These activities will establish the necessary skills, themes, and practices in succeeding units. Students also begin a scrapbook which they will add to throughout the course. The contents will demonstrate the student's growth and can be used as a resource for the final task.

### Unit 2 - That was Then

In addition to continuing their scrapbook and independent reading, students will observe and apply characteristics of active listening and oral communication skills by building upon the knowledge and skills developed during the first unit. Students will practice using strategies for independent reading and writing, as well as analyze a variety of short informational and literary texts concerning the theme of transitions in their daily lives. Students will use graphic organizers to assist in recording their observations, reflections, and opinions on their reading and viewing strategies. For the culminating activity, students will conduct an interview with someone known to them who has made a successful change in their life. Students will orally report on the results of their interview and reflect on the similarities between the positive changes that they have made in their lives as well.

### Unit 3 - Guides and Gateways

Throughout this unit students will explore various forms of media and be asked to write reflections and respond to short-answer questions using graphic organizers and templates. Students will practise note-making skills with the assistance of templates and graphic organizers, as well as write short summaries and information paragraphs. Students will continue independent reading exercises and reflect on them to deepen their understanding of concepts, vocabulary, and reading/viewing strategies. The culminating task is a visual-verbal essay that examines a class-selected local, national, or global role model and the gateways chosen by that individual during significant transitions in his or her life. The scrapbook page for this unit combines definitions of key concepts and excerpts from the summary and information paragraphs, and from the visual-verbal essay.

#### **Unit 4 - Pathways and Possibilities**

The theme for this unit will focus on skill development and make connections with the world beyond school. The goal of this unit is for students to become more aware of the opportunities that are out there in the real world. Students will expand their horizons and become encouraged to think about their future by learning about various different types of jobs that they may not have been aware of. Students will research specific job possibilities, skill requirements to make authentic connections with their learning and real life. Students will also address misconceptions and assess what they have to do to prepare themselves for particular jobs.

#### **Unit 5 - The Future is Mine**

During this unit, students will have the opportunity to reflect upon the growth and accomplishments they have made throughout the course both as individuals and as members of the classroom community. This unit also provides students with the opportunity to develop a positive sense of self that is essential to future decision making and successful transitions. Students will identify and demonstrate reading strategies, produce a written information paragraph, and create a multimedia product based on their scrapbook and their research. Individual student products are integrated into a class display. Students reflect orally on their own product and on how it contributes to the class product. Evaluation also includes reading, writing, and research processes.

## ***Teaching/Learning Strategies***

### **Instructional Strategies:**

Throughout this course, students will be participating in online learning activities that are broken down into three parts; Reading, Thinking, and Doing. The learning activities will be broken down into manageable tasks so that the student can extend their focus of the lesson as well as obtain a better grasp of the concepts they are learning. Each activity is designed so that learning is sequential and builds upon the skills that are learned from previous activities and contains clearly defined targets and instructional strategies with a variety of choices for students.

The teacher will encourage students to engage in collaborative learning (**activity 1**), conduct self-assessment (**activity 14, culminating activity**), describe and advertise specific jobs (**activity 27**), create visual analogues (**activity 10**), and reflect on what they have read (**independent reading**) where students will respond to a series of questions which encourage critical thinking and self-reflection, as well as discuss their own ideas and opinions about that topic. In the **performance task**, students retell the narrative of a guest's job-related story; communicate understandings in a form that integrates talking, writing, and representing; and reflect on the transition to job-readiness. Students will be asked to do their own research about an issue or topic and then examine it at length from different perspectives, helping them to formulate their own opinions and stances on something by structuring their arguments. Students will engage in regularly scheduled and purposeful independent reading, expanding their interests and insight into various topics.

The teacher will facilitate learning by graphic organizers to facilitate and process information, such as place mat charts, lists, and mind maps. There is also multiple comprehension and practice checks with corrective instruction that assist with helping students master learning objectives. Students will receive explicit, empowering literacy instruction through interactive group activities. The teacher will assist students on their vocabulary through varied types of activities such as concept maps, surveys, and spelling patterns. The use of word walls, word sorts, word games, word banks, word boxes, and personal dictionaries will also assist in the instruction of language conventions as well.

**Learning Goals:** Goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used in developing 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	- use listening skills to participate in formal and informal classroom discussions - read and recognize a variety of short, engaging, authentic and relevant print and non-print text forms	13
	Thinking	- identify their strengths as independent readers and viewers and reflect on the next steps in further developing reading and writing skills - choose the level of language that suits the audience and purpose	19
	Communication	- convey information and ideas clearly in a variety of short written forms - contribute ideas and converse while participating in classroom activities	19
	Application	- develop an awareness of family, school and local community resources - apply the writing process by generating and organizing ideas, writing a draft, revising and editing to produce a variety of short written texts	19
Final Assessment (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
	Final Exam (15%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
TOTAL			100

## ***Assessment/Evaluation Strategies***

Assessment and evaluation strategies in this course will be broken down into three parts: assessment *for* learning, assessment *as* learning, and assessment *of* learning.

Assessment *for* learning consists of diagnostic tools used to determine what students know or don't know about the topic, and obtaining a clear understanding of where they are coming from. Some of these activities include surveying how much students read at home, on the internet, how often they write, and how much they like to talk. Assessment as learning is ongoing and provides students with feedback to help monitor their own progress towards achieving their goals and make adjustments in their learning.

One type of assessment as learning strategy is the regular reflection and synthesis that students will be doing by creating a virtual scrapbook page toward the end of each unit. In addition to keeping their virtual scrap book, students collect items such as inventories, self-assessments, responses, reflections, writing tasks, and other assessments, in a series of folders or in an indexed binder. Both selection and focus are guided by prompts or questions. It is evaluated as part of the 70% term mark and may be used as a resource for the final performance task. The students' collections of work will receive regular reviews and teacher response and feedback. The teacher monitors students' independent reading through observation, students' reading logs, oral and written responses to and reflections on what they have read.

Assessment *of* learning occurs near the end of the unit and informs the student of whether they have completed the expected learning expectations for the course.

Some of these include performance tasks, e.g., interviews and visual-verbal essays that build towards and prepare students for the end-of-course culminating performance task in Unit 5. The rubric in this course is designed as a learning tool which informs the student of what they need more practice with and what they need to keep doing. Students will be asked "what does this criteria look like for this particular task?" or "What does 'limited effectiveness' look like?"

## **Resources**

Locally Developed Compulsory Course Credit Profile, English, Grade 9

*Growing Success: Assessment, Evaluation and reporting in Ontario's Schools*, Queen's Printer for Ontario, 2010

Booth, D., J. Green, and J. Booth. *I Want to Read! Reading, Writing, & Really Learning*. Harcourt, 2004. ISBN 1897096674

Mueller, Pamela N. *Lifers: Learning from At-Risk Adolescent Readers*. Portsmouth, NH: Heinemann, 2001. ISBN 0867095148

Active Listening Skills. – [www.divorcepeers.com/listening.htm](http://www.divorcepeers.com/listening.htm)

Action. Scholastic – [www.scholastic.ca/education/magazines/faq.html](http://www.scholastic.ca/education/magazines/faq.html)

Groves, Griffin, and Grimshaw. 13 Tales of Crime, London: Arnold, 1984

## ***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 instruction/activity via the internet. 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 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 student as required.