Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL

Department Name: English

Ministry of Education Course Title: Ontario Secondary School Literacy Course

Grade Level: 12

Ministry Course Code: OLC4O

Teacher's Name: Melissa Black

Developed by: Thomas Choong   Date: September 2015

Revision Date: August 2017

Developed from: The Ontario Curriculum, Grade 12, OLC40, 2009

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval:

Approval Date: September 11, 2017

Course Description/Rationale

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Overall Curriculum Expectations

Building Reading Skills
A1. demonstrate the ability to read and respond to a variety of texts;
A2. demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including opinion pieces, information paragraphs, textbooks, newspaper reports and magazine stories, and short fiction;
A3. demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;
A4. use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.

Building Writing Skills
B1. demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks;
B2. use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces (i.e., series of paragraphs expressing an opinion), news reports, and personal reflections, incorporating graphic elements where necessary and appropriate.

Understanding and Assessing Growth in Literacy
C1. demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home;
C2. demonstrate understanding of their own roles and responsibilities in the learning process;
C3. demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning;
C4. demonstrate understanding of their own growth in literacy during the course.

Course Content

Unit	Length
1. Sharing Personal Information	30 hours
2. Interpreting and using Narrative Forms	30 hours
3. Persuasive Writing and Development	25 hours
4. Interpreting Information and Instructional Texts	25 hours
Total	110 hours

Unit Descriptions

Unit Descriptions Unit 1: Sharing Personal Information
In this introductory unit, students will reflect on their own personal information, experiences and interests. With this information, students will write self reflections in a variety of forms. Key activities will include paragraphs introducing themselves, conversations between strangers, and also using that information to write resumes and cover letters. Students will be guided as to how this information can be used to present themselves in through a variety of mediums to differing audiences.

Unit 2: Interpreting and Using Narrative Forms
Students will be introduced to various forms of narratives, and their commonalities and differences. Both fiction and nonfiction will be covered, and the necessity of the 5Ws (Who, What, Where, When and Why) in creating complete picture for their audience. Students will also be taught the elements of the differences between narratives that discuss current events such as a news article regarding Indigenous Land Claims and how they differ from the elements of storytelling, and to apply that knowledge.

Unit 3: Persuasive Writing and Development
Students will be presented a variety of texts to read, and asked to pay attention to the format of writing both persuasive paragraphs and essays. Students will be taken step by step through the writing process (brainstorming, outlines, and drafting) to help them with organizing and editing their ideas before presenting their positions on a given subject.

Unit 4: Interpreting Informational and Instructional Text
Students will be guided through the various elements of both informational and instructional texts in order to find the necessary information that they need. Particular emphasis will be placed on the use of text size, colours and other such elements to subdivide various sections of text, and also guided through the use of glossaries and indexes to find both topics and definitions of terms on a given subject. Students will also be asked to demonstrate how to find such information in their daily lives using various online sources to quickly bring clarity to the different things that they read. Students will practice their literacy skills through a mock online shopping assignment which is especially relevant to students living on remote reserves.

Teaching/Learning Strategies

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 eighth 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 number strategies will be used in the online delivery of this course. Some instructional strategies include:

- Opportunities for students to model a strategy or skill;
- Students to be provided with direct instruction of key knowledge, skills, and strategies;
- opportunities for students to talk and support one another;
- multiple opportunities for students to practise the strategy with frequent and specific feedback;
- allowing students to independently demonstrate their knowledge and skills within set time parameters and other conditions

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 (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	Detail	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	– knowledge of forms of texts – understanding of texts read – knowledge of strategies, processes, and conventions – understanding of the importance of reading and writing skills	21%
	Thinking	– critical and creative thinking skills – self-assessment skills	11%
	Communication	– communication of ideas and information – communication for different audiences and purposes – use of various forms of communication	17%
	Application	– application of required language conventions – application of reading strategies – application of the writing process – application of literacy skills in new contexts	21%
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	4%
		Thinking	3%
		Communication	4%
		Application	4%
	Exam (15%)	Knowledge/Understanding	5%
		Thinking	2%
		Communication	3%
		Application	5%
Total			100%

Assessment/Evaluation Strategies

Assessment and evaluation of student work in the Ontario Secondary School Literacy Course differs from assessment for other courses in a number of key ways:

- Students who receive 50 per cent or higher in the course receive a credit for the course and also are deemed to have met the secondary school literacy requirement for graduation.
- Although this course is offered in Grade 12 and represents a credit awarded in Grade 12, the standard for a pass in the course is comparable to that established by the OSSLT, which represents achievement of Grade 9 literacy expectations.
- The course has an Achievement Chart that describes student achievement of literacy skills. However, as the following chart shows, the levels and their mark ranges differ from those in the Achievement Charts for other courses.
- This course differs from other courses in outlining specific requirements for the final 30 per cent evaluation that will be administered towards the end of the course. In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of student learning, teachers of this course use a variety of the following strategies to

assess student learning and provide feedback: teacher observation oral presentations, interviews essays, reports, reviews, critiques, letters, journals, creative writing, computer lab work media works quizzes, tests, examinations performance tasks, dramatic presentations portfolios, design projects, lab work self-assessment, peer assessment check lists, rubrics questions and answers.

The following Rubric will be used for the Literary Assessment and evaluation component

Area of assessment	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Spelling	Few words are spelled correctly	Some words are spelled correctly	Most words are spelled correctly	All words are spelled correctly
Punctuation	Many mistakes in punctuation	Some mistakes in punctuation	Few mistakes in punctuation	No mistakes in punctuation
Grammar	Many errors in grammar	Some errors in grammar	Few errors in grammar	No errors in grammar
Complete Sentences	Never uses complete sentences	Sometimes uses complete sentences	Almost always uses complete sentences	Always uses complete sentences

Key Assessment Practices

A variety of assessment and evaluation methods, strategies, and tools are required to provide evidence that the expectation being assessed is adequately understood and demonstrated by the student. These include diagnostic, formative and summative within the course and within each unit.

Assessment and evaluation that promote student growth in reading and writing include:

- frequent diagnostic assessment preceding new learning, e.g., feedback from OLC4O reading and writing interviews, and observation of students at work;
- varied, frequent, targeted, and ongoing feedback, including conferences;
- multiple opportunities for demonstration, practice, and feedback before evaluation;
- providing students with models of quality work so they can understand and work towards the reading standard and the writing standard;
- encouraging students to assess and reflect on their own growth in knowledge and help students to build on acquired skills throughout the course;
- balancing the tasks assessed, ranging from student-selected to teacher-directed, from flexible process to "on-demand."
- 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.

Ontario Ministry of Education. (2003). *The Ontario Curriculum: The Ontario Secondary School Literacy Course (OSSLC), Grade 12.* Retrieved from http://www.edu.gov.on.ca.

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

Cunningham, M., Meriorg, E., Tryssenaar, L., (2003). *Parenting in Canada.* Toronto: Thomson Canada Limited.

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 blended 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 teacher provides frequent opportunities for students to reflect upon their own growth and progress and encourages students to assume responsibility for their own learning. 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.