

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: OLC40

Teacher's Name: Thomas Choong

Developed by: Thomas Choong Date: Sept 2015

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

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 18, 2015

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

A. 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

B. 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.

C. 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

<i>Unit</i>	<i>Length</i>
1. Sharing Personal Information	20 hours
2. Interpreting and using Narrative Forms	30 hours
3. Persuasive Writing and Development	20 hours
4. Interpreting Information and Instructional Texts	20 hours
5. Novel Study	20 hours
Total	110 hours

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 news articles and how the 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.

Unit 5: Novel study

This guided novel study will be used to guide students through reading narrative literature. Using Mitch Albom’s novel “Tuesdays with Morrie”, students will be given comprehension questions to guide their understanding of their novel, along with given opportunities to reflect on and apply different lessons taught therein in their own lives.

Teaching/Learning Strategies

A variety of diagnostic assessments, including conferences, observation, and Individual Student Reports from the OLC4O will be used to determine students’ specific reading and writing needs;

Students will be given opportunities to read several examples of a reading text type or form of writing to identify their main features (immersion);

- models a strategy or skill;
- provides direct instruction of key knowledge, skills, and strategies;
- provides opportunities for students to talk and support one another;
- provides multiple opportunities for students to practise the strategy with frequent and specific feedback;
- sets time parameters and other conditions carefully to allow students to independently demonstrate their knowledge and skills.

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 (%)
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Formative (70%)	Knowledge/ Understanding	<ul style="list-style-type: none"> – knowledge of forms of texts (e.g., of various forms of informational, narrative, and graphic texts) – understanding of texts read (e.g., understanding of directly stated and indirectly stated information and ideas; understanding of relationships between ideas; understanding of concepts and themes) – knowledge of strategies, processes, and conventions (e.g., reading strategies; the writing process; conventions of grammar, usage, and spelling) – understanding of the importance of reading and writing skills (e.g., for learning in all subjects; in the workplace) 	21%	
	Thinking/ Inquiry	<ul style="list-style-type: none"> – critical and creative thinking skills (e.g., <i>in reading</i>: making inferences, connecting ideas, integrating personal knowledge to extend meaning; <i>in writing</i>: developing ideas; selecting, evaluating, and organizing information; explaining; forming conclusions) – self-assessment skills (e.g., setting goals for improving reading and writing skills; reflecting on and assessing progress) 	11%	
	Communication	<ul style="list-style-type: none"> – communication of ideas and information (e.g., in reading responses; in writing pieces) – communication for different audiences and purposes (e.g., choice of tone and language) – use of various forms of communication (e.g., summaries, information paragraphs, opinion pieces, news) 	17%	
	Application	<ul style="list-style-type: none"> – application of required language conventions (e.g., grammar, usage, spelling, punctuation) – application of reading strategies (e.g., skimming, scanning, using cues from context) – application of the writing process (e.g., development and organization of ideas; revision) – application of literacy skills in new contexts (e.g., reading a new text; writing about a previously unfamiliar topic) 	21%	
Summative (30%)	Culminating Activity (15%)	Students will be creating an anthology of their best work in the course. They will take journal entries from their reading and learning log. Students will also be doing a self-assessment on their best work.	Knowledge/ Understanding	4%
			Thinking/ Inquiry	3%
			Communication	4%
			Application	4%

	Final Exam (15%)	Students will be using 2 information texts to answer multiple choice questions on their knowledge/understanding . They will also be writing a summary of these texts, opinion paragraph and news report.	Knowledge/ Understanding	5%
			Thinking/ Inquiry	2%
			Communication	3%
			Application	5%
			TOTAL	100%

Assessment/Evaluation Strategies

Assessment 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 **Literacy** Assessment 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 in the OLC40

Assessment that promotes student growth in reading and writing:

- provides for frequent diagnostic assessment preceding new learning, e.g., feedback from OLC40 reading and writing interviews, and observation of students at work;
- provides varied, frequent, targeted, and ongoing feedback, including conferences;
- provides multiple opportunities for demonstration, practice, and feedback before evaluation;
- provides students with models of quality work so they can understand and work towards the reading standard and the writing standard;
- encourages students to assess and reflect on their own growth in knowledge and help students to build on acquired skills throughout the course;
- balances the tasks assessed, ranging from student-selected to teacher-directed, from flexible process to “on-demand.”

Resources

1. Ministry of Education and Training Course Profile (www.curriculum.org)
2. Textbook: Literacy Power Gage Publishing
3. Ontario Secondary Schools 9 to 12 Program and Diploma Requirements; 1999
4. The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment; 2000
5. The Ontario Curriculum Exemplars,
6. Guide to the Provincial Report Card, Grades 9 -12, Ministry of Education. 1999
7. Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

Program Planning

- Course materials, language, and discussions are inclusive and reflect the diverse nature of the classroom in Ontario

-The teacher needs to address the needs of students with a variety of special education needs.

· Students may need extra assistance in working with the variety of media used in the course, e.g., digital camera, the Internet, video camera, etc.

· Students must be instructed on the ethical use of the Internet.

· The teacher should be sensitive to the personal nature of students' experiences and support them in avoiding inappropriate disclosure and discussion of sensitive issues.

The teacher's role is to create a positive atmosphere to help students gain the confidence they need to build and refine their reading and writing skills.

Some students need this support and confidence, particularly in reading. Many may feel at this stage of their lives that it is simply too late for them to become competent readers. The fact that it is not too late is supported by research. According to the authors of *Reading for Understanding*, "adolescents have many important intellectual resources they can marshal to become stronger readers" (p. 13). Adolescents come to their reading experiences in secondary school with increasing maturity and understanding of the world and human relationships. Compared with younger students, these students bring to their learning experiences a more sophisticated set of cognitive skills—thinking, perceiving, sensing, observing, organizing, planning, inferring, judging, to name a few—"intellectual resources" that can enable them to achieve success in reading and writing tasks. Adolescents' desire to understand themselves and to make sense of the world as well as their natural curiosity, their need for social interaction, their interest in issues of justice, fairness, and identity—these qualities and interests can shape the learning experiences of adolescents in powerful ways. Finally, standing as they are upon the threshold of adulthood, these students are in the process of forming and refining their own identities. Teachers are in a unique position to encourage them to form identities that include being effective readers and writers.

An encouraging environment that provides appropriate support is essential to help students who do not regard themselves as competent readers and writers. In this course, the teacher helps students to see themselves as belonging to a community of learners who read and write for real purposes every day. The teacher's role is to build a positive classroom environment where trust is created between teacher, students, and peers, and where students can safely take risks as they build on their reading and writing skills.

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. Students need many opportunities to practise skills, ask questions, and receive feedback, before independent demonstrations of skills are expected.