



## Ontario eSecondary School Course Outline 2023-2024

<b>Ministry of Education Course Title:</b> The Ontario Secondary School Literacy Course	
<b>Ministry Course Code:</b> OLC40	
<b>Course Type:</b> Open Level	
<b>Grade:</b> 12	
<b>Credit Value:</b> 1.0	
<b>Prerequisite(s):</b> Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.	
<b>Department:</b> English	
<b>Course developed by:</b> Sarrah Beemer/ Brittany Bosch	<b>Date:</b> March 2023
<b>Length:</b> One Semester	<b>Hours:</b> 110
<p>This course has been developed based on the following Ministry documents:</p> <ol style="list-style-type: none"> <li>1. <i>The Ontario Secondary School Literacy Course (OSSLC), Grade 12</i></li> <li>2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i></li> <li>3. <i>Learning for All (2013)</i></li> </ol>	

## OVERALL CURRICULUM EXPECTATIONS

### Building Reading Skills:

#### By the end of this course, students will:

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

### Building Writing Skills:

#### By the end of this course, students will:

- 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;
- 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:

#### By the end of this course, students will:

- demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home;
- demonstrate understanding of their own roles and responsibilities in the learning process;
- demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning;
- demonstrate understanding of their own growth in literacy during the course.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Diagnostic Unit	3 hours
Unit 1: Literary Basics	10 hours
Unit 2: Main Idea	9 hours
Unit 3: Short Answer Response	9 hours
Unit 4: Information Paragraphs	7 hours
Unit 5: Narrative Texts	8 hours
Unit 6: News Reports	23 hours
Unit 7: Series of Paragraphs Expressing an Opinion	24 hours
Unit 8: Culminating Activity	13 hours
Final Portfolio Submission and Checklist	4 hours
<b>Total</b>	<b>110 hours</b>

## UNIT DESCRIPTIONS

### Diagnostic Unit

Students will complete diagnostic activities to demonstrate their literacy skills at the beginning of the class.

### Unit 1: Literacy Basics

This unit will introduce students to various reading and writing strategies to help prepare them for the future units.

### Unit 2: Main Idea

Students will focus on the Main Idea task and complete activities for the final portfolio. Students will also select a book of their choice and start completing a reading log which they will continue to update throughout the course.

### Unit 3: Short Answer Response

Students will focus on how to write short answer responses and complete activities for the final portfolio.

### Unit 4: Information Paragraphs

Students will read information paragraphs and respond to questions about the readings. These activities will be for the final portfolio.

### Unit 5: Narrative Texts

Students will read narrative texts and respond to questions about the readings. These activities will be for the final portfolio.

### Unit 6: News Reports

One of the long writing assessment tasks, the news report, is a key element of this course. Students will learn the skills to write two polished news reports. These will form part of the final portfolio.

### Unit 7: Series of Paragraphs Expressing an Opinion

The other long writing assessment task, the series of paragraphs expressing an opinion, is a key element of this course. Students will learn the skills to write two polished essays. These will form part of the final portfolio.

### Unit 8: Culminating Activity

Students will complete four tasks for the culminating activity.

### Final Portfolio Submission and Checklist

Students will be required to complete the final checklist, along with their Instructor, to ensure all elements are successfully completed.

## TEACHING AND LEARNING STRATEGIES

**In this course, students will experience the following activities.**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations and Poodlls** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Brainstorming, charts, and graphs** are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

**Readings** are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

**Articles** are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

**Oral presentations** in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

**Reflective/comparative analysis and evaluation of written work** is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

**Journals** provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

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.

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, i.e. check bricks; teacher-adapted 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.

## ASSESSMENT ACTIVITIES

- Homework assignments
- Individual conference meetings
- Diagnostic tests and writing tasks
- Outlining and planning sheets
- Completed Templates & Graphic Organizers
- Editing Checklists
- Reflections
- Oral presentations & Active Listening
- Essay Writing
- Evaluations

## EVALUATION

The final grade will be determined as follows:

- ❑ Seventy percent 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 will be given to more recent evidence of achievement.
- ❑ Thirty percent 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: a portfolio selection

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

<b>Weightings</b>	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final</b>	<b>30</b>
Culminating Activity Tasks (7.5K, 7.5T, 7.5C, 7.5A)	30

### TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1	Literacy Basics	K, T, C, A	10
Unit 2	Main Idea	K, T, C, A	10
Unit 3	Short Answer Response	K, T, C, A	10
Unit 4	Information Paragraphs	K, T, C, A	10
Unit 5	Narrative Texts	K, T, C, A	10
Unit 6	News Reports	K, T, C, A	10
Unit 7	Series of Paragraphs Expressing an Opinion	K, T, C, A	10

### FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culminating Activities	Reading Log Final assessment tasks	K, T, C, A	30

## AFL/AAL/AOL TRACKING SHEET

### Unit 1: Literacy Basics

AAL	AFL	AOL
Introductory Questionnaire	Learning Journal #1	Personal Essay
Notes on Reading Strategies	Learning Journal #2	
	Urban Legends: Diagnostic Task	

### Unit 2: Main Idea

AAL	AFL	AOL
Presentations, Readings, Exemplars, Videos	Learning Journal #3	Main Idea AOL
Reading Log	Main Idea Paragraph rough work	

### Unit 3: Graphic Texts

AAL	AFL	AOL
Presentations, Readings, Exemplars, Videos	Graphic Text Practice	Graphic Texts #1-4
	Reading Log	Summary Paragraph
	Learning Journal #4	

### Unit 4: Information Paragraphs

AAL	AFL	AOL
Presentations, Readings, Exemplars, Videos	How Anxiety Affects Teenagers	Informational Texts #1-5
Reading Log	Information Paragraph practice	Information Paragraph

### Unit 5: Narrative Texts

AAL	AFL	AOL
Presentations, Readings, Exemplars, Videos	Learning Journal #5	Narrative Texts #1-2
	Learning Journal #6	
	Reading Log	
	Narrative Text Practice	

### Unit 6: News Reports

AAL	AFL	AOL
Presentations, Readings, Exemplars, Videos	Learning Journal #7	News Reports #1-2
Reading Log	Article Deconstruction Activity	
End of Unit Recording		

### Unit 7: Series of Paragraphs Expressing an Opinion

AAL	AFL	AOL
Presentations, Readings, Exemplars, Videos	Learning Journal #8	Series of Paragraphs #1-2
	Learning Journal #9	Completed Reading Log
	Series of paragraphs writing organizer	Reading Logs

### Unit 8: Culminating Activity

AFL	AOL
Portfolio	Culminating Activity Tasks #1-4
	Learning Journal #10

## CONSIDERATION FOR PROGRAM PLANNING

### PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

### THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

### ACCOMMODATIONS

Accommodations will be based on meeting with parent, teachers, administration and external educational assessment report. The following three types of accommodations may be provided:

- Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations:** such as preferential seating or special lighting.
- Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:



- Provide step-by-step instructions.
- Help students create organizers for planning writing tasks.
- Record key words on the board or overhead when students are expected to make their own notes.
- Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- Permit students a range of options for reading and writing tasks.
- Where an activity requires reading, provide it in advance.
- Provide opportunities for enrichment.