

Course Outline

School Name: *UMC High School*

Department Name: English

Ministry of Education Course Title: The Ontario Secondary School Literacy Course

Grade Level: 12, Open

Ministry Course Code: OLC4OX

Department Head: Michelle Tse

Instructor:

Developed by: Wanda Tse

Date: March 2014

Revision Date: July 2018 by Sunny Khanna

Developed from: Ministry of Education. *The Ontario Curriculum, English, The Ontario Secondary School Literacy Course (OSSLC), Grade 12, 2003.*

Public and Catholic District School Board Writing Partnerships. *Course Profile: Ontario Secondary School Literacy Course (OSSLC), Summer 2003.*

Required Texts:

N/A

Supplementary texts (Supplied by the instructor):

Articles from reliable website resources, magazines, and local newspapers

Prerequisite: 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.)

Credits: 1

Length: 110 hours

Principal: _____

Vice- Principal: _____ Head Teacher: _____

Course Description

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

1. Demonstrate the ability to read and respond to a variety of texts;
2. 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;
3. Demonstrate understanding of the context and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;
4. Use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts;

Building Writing Skills

1. 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;
2. 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

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

Course Content

Unit #1	<p>Reading and Writing in Personal Contexts</p> <p>This unit covers the following strands: Building Reading Skills, Building Writing Skills, Understanding and Assessing Growth in Literacy Overall Expectations: 1-10</p>	30 Hours
Unit #2	<p>Reading and Writing in Community Contexts</p> <p>This unit covers the following strands: Building Reading Skills, Building Writing Skills, Understanding and Assessing Growth in Literacy Overall Expectations: 1-6, 10</p>	34 Hours
Unit #3	<p>Reading and Writing in Global Contexts</p> <p>This unit covers the following strands: Building Reading Skills, Building Writing Skills, Understanding and Assessing Growth in Literacy Overall Expectations: 1-6, 10</p>	31 Hours
Unit #4	<p>Cumulative Performance Task</p> <p>This unit covers the following strands: Building Reading Skills, Building Writing Skills, Understanding and Assessing Growth in Literacy Overall Expectations: 1-10</p>	15 Hours

TOTAL 110 hours

Unit Descriptions

Unit 1 – Reading and Writing in Personal Contexts

Description

This unit will begin with diagnostic assessments of students’ reading and writing levels. Students will then examine and develop their reading strategies. Concurrently, students will review and apply the writing process to produce paragraphs and summaries. They will read a variety of texts around the theme of personal identity. Students will have multiple opportunities to practice their skills and strategies and receive feedback as they build these.

Specific Expectations

Building Reading Skills: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3

Building Writing Skills: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.11, 2.12, 2.13

Understanding and Assessing Growth in Literacy: 1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

Assessment For Learning (AFL)	P/O/C	K/U	T	A	C
Worksheets	P	X	X	X	X
Class Discussion	O/C	X	X	X	X
Cooperative Activities	O		X	X	X
Assessment As Learning (AAL)					
Reflections	P	X	X	X	X
Entrance/Exit Cards	P	X	X	X	X
Self-Assessment	C/P	X	X	X	X
Assessment Of Learning (AOL)					
Journal Assignment	P/O	X	X	X	X
Textual Analysis Assignment (Active reading strategies, Narrative Reading)	P/C	X	X	X	X
Textual Analysis Assignment II (Active reading strategies, Narrative Reading, Summary Paragraph, writing process)	P/C	X	X	X	X

Unit 2 – Reading and Writing in Community Contexts

Description

Students will broaden their focus from reading and writing for personal purposes to understanding the ways reading and writing help to create and maintain communities. They will apply their reading and writing strategies to understand community publications (news reports) before creating their own. Students will examine a variety of community issues and also write opinion pieces on those issues.

Specific Expectations

Building Reading Skills: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3

Building Writing Skills: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13

Understanding and Assessing Growth in Literacy: 3.1, 3.2, 3.3, 3.4, 3.5

Assessment For Learning (AFL)	P/O/C	K/U	T	A	C
Worksheets	P	X	X	X	X
Class Discussion	C/O	X	X	X	X
Cooperative Activities	O		X	X	X
Student Presentations	O	X	X		X
Assessment As Learning (AAL)					
Reflections	P	X	X	X	X
Entrance/Exit Cards	P	X	X		
Self-Assessment	P/C	X	X	X	X
Assessment Of Learning (AOL)					
Newspaper Article (Local Community)	P/O	X	X	X	X
Opinion Piece	P	X	X	X	X
Graphic Text Reading Response(s)	P/C	X	X	X	X
Informational Text Reading Response(s)	P	X	X	X	X
Information Paragraph	P	X	X	X	X

Unit 3 – Reading and Writing in Global Contexts

Description

Students will move from local issues and start applying their reading and writing skills to understanding texts that explore global issues. They will read and write in all the expected forms to address problems affecting today’s world.

Specific Expectations

Building Reading Skills: 1.1, 1.2, 1.3, 1.4, 1.4, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3

Building Writing Skills: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13

Understanding and Assessing Growth in Literacy: 3.1, 3.2, 3.3, 3.4, 3.5

Assessment For Learning (AFL)	P/O/C	K/U	T	A	C
Worksheets	P	X	X	X	X
Class Discussion	C/O	X	X	X	X
Cooperative Activities	O		X	X	X
Student Presentations	O	X	X		X
Assessment As Learning (AAL)					
Reflections	P		X		X
Entrance/Exit Cards	P	X	X		
Peer/Self-Assessment	P/C	X	X		X
Assessment Of Learning (AOL)					
Reading Assignment (Questions, Summary, Paragraph)	P/C	X	X	X	X
Newspaper Article (Global)	P/O	X	X	X	X
Opinion Piece (Comparing and Contrasting Essay)	P	X	X	X	X

Cumulative Performance Task – Individual Summative Project

Description

The Individual Summative Project is an opportunity for students to demonstrate the skills they have developed throughout the term. This activity will be co-created with students.

Specific Expectations

TBD

Assessment For Learning (AFL)	P/O/C	K/U	T	A	C
Worksheets	P	X	X	X	X
Class Discussion	C/O	X	X	X	X
Assessment As Learning (AAL)					
Reflections	P		X		X
Entrance/Exit Cards	P	X	X		
Assessment Of Learning (AOL)					
My Future: Course Portfolio	P/O/C	X	X	X	X

Teaching/Learning Strategies

A variety of strategies are used to allow students many opportunities to attain the necessary skills for success in this course. The teacher uses a variety of whole class, small group and individual activities to facilitate learning. The following is a list of specific teaching/learning strategies that the teacher may use but is not limited to:

- Lecture
- Reading
- Modeling/Direct Instruction
- Demonstration/exemplars
- Graphic organizers (Venn Diagram, T-charts, KWL charts, Placemats)
- Textual analysis
- Structured Discussions
- Student Presentations
- Role play
- Debate
- Jigsaw
- Roundtable
- Brainstorming
- Conference /Interview
- Self-Assessment
- Peer-Assessment
- Reflection
- Teacher feedback
- Group work
- Pair work
- Independent work
- Writing Assignments
- Portfolios
- Exit/Entrance Cards

ONLINE & OFFLINE COMPONENTS

The design of this course is intended to offer a rich balance between online and offline elements. The following is a summary of the course components and their delivery format. Please refer to the individual unit outlines for specific details. Course content & instruction: *online* Communication between teacher and students: *online & offline* Collaboration between students: *online* Assessment & evaluation: *online & offline* Practise exercises, textbook work, readings etc: *offline*

Assessment/Evaluation Strategies

Assessment For Learning (AFL) is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. It is a combination of diagnostic and formative assessments. Assessment As Learning (AAL) is the process of developing and supporting student metacognition (self-awareness). AAL teaches students to be more self-directed learners by encouraging personal goal-setting, reflection, and self-assessment. Assessment Of Learning (AOL) is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The specific assessment/evaluation strategies used by the teacher has been listed in the unit descriptions.

Students will be marked according using the following levels of achievement:

80-100%	A <i>skilful</i> and <i>effective</i> performance in reading and writing. The student has <i>significantly exceeded</i> the level of literacy required for graduation, and earns a credit for the course.
65-79%	Performance that shows <i>considerable</i> skill in reading and writing. The student has <i>exceeded</i> the level of literacy required for graduation, and earns a credit for the course.
50-64%	Performance that shows <i>moderate</i> skill in reading and writing. The student has <i>achieved</i> the level of literacy required for graduation, and earns a credit for the course.
0-49%	Performance that shows <i>limited</i> reading and writing skills. The student may be <i>approaching</i> the level of literacy required for graduation but cannot be deemed to have met the requirement and does not earn a credit for the course.

Final Grade: The final grade will include the following weighting:

Knowledge/ Understanding 25%	Thinking/Inquiry 25%	Communication 25%	Application 25%
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Seventy percent (70%) of the grade will be based on evaluations conducted throughout the course.

Thirty percent (30%) of the grade will be based on the final evaluation, which will take into account the entire course, including the student's most recent and most consistent performance. The final evaluation will take the form of performance tasks designed to show the range of what students know and are able to do in reading and writing.

Program Planning

In order to accommodate students' needs, the teachers of UMC High School incorporate appropriate considerations in their program planning and delivery. These considerations may include, but not be limited to:

- ❑ Allow students to use dictionaries
- ❑ Provide them for extra time for evaluations
- ❑ Break large tasks into smaller ones
- ❑ Provide one-on-one assistance to edit and revise written work.
- ❑ 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.
- ❑ Ensure that all aspects of the program support students in the development of proficiency in language.
- ❑ Ensure that the choice of texts should reflect the students' diverse interests, abilities, and backgrounds.
- ❑ Ensure that selected literature is drawn from many genres, civilizations and cultures, which in turn reflect the diversity of Canada and the world.
- ❑ Reading aloud Strategies that enable ESL students to develop their oral communication skills.
- ❑ Provide students with summaries while also putting novels and plays in context before beginning to read independently.
- ❑ Integrate cross-curricular activities
- ❑ Foster in-depth learning of a self-selected topic within the expectation requirements.
- ❑ Motivate students to synthesize course content by encouraging them to use their own life experiences and ideas.
- ❑ Throughout the course, opportunities are provided for the use of technology. These include the use of word processing and presentation software as well as on-line research.