

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: English

Ministry of Education Course Title: Ontario Literacy Course

Grade Level: 12

Ministry Course Code: OLC40

Teacher's Name: Glen M Darlow

Developed by: Angela Batsford Date: August 2009

Revision Date:

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

Profile Name: Course Profiles Grade 12: Ontario Secondary School  
Literacy Course, Catholic and Public

Text:

Prerequisite: Student must have had two opportunities to write  
the Ontario Secondary School Literacy Test and who  
were not successful on both components of it.

Credits: 1

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) \_\_\_\_\_

Approval Date:

## ***Course Description/rationale***

The OLC is an alternative way for students to demonstrate the provincial literacy skills required for graduation. Successful completion of the course demonstrates that students have achieved the reading and writing skills required by the OLC. Just as important is the opportunity the course allows students to improve their reading and writing skills as a foundation for building and refining the literacy skills they require in their post-secondary destinations.

## ***Overall Curriculum Expectations***

### **Building Reading Skills**

- 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 opinion pieces, information paragraphs, 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**

- 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**

- 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***

<b><i>Unit</i></b>	<b><i>Length</i></b>
1. Reading and Writing for Personal success	30 hours
2. Community Voices through Reading and Writing	40 hours
3. Independent Reading	20 hours
4. Demonstrating Reading and Writing	20 hours
	<b>Total</b> 110 hours

# ***Unit Descriptions***

## **Unit 1: Reading and Writing for Personal Success**

The unit builds on diagnostic and formative assessments of reading and writing to evaluation of reading and writing. Students examine their reading habits, strategies, and attitudes, and review and apply stages of the writing process to produce required forms of writing. Students have multiple opportunities to practise their skills and strategies, receive feedback as they build their reading and writing skills. They are encouraged to take personal responsibility for their learning. The structure of daily classes is established as students engage in independent reading, and cross-curricular work. They set goals and reflect about their reading and writing skills in the learning journal. The emphasis in this unit is on graphic texts, which are examined in students' course materials as well as in their reading outside of school.

## **Unit 2: Community Voices through Reading and Writing**

Students broaden their focus from reading and writing for personal purposes, to understanding the many ways that reading and writing help to create and maintain vital communities. Students define community, and start by examining the variety of reading and writing forms used in their school to create a school community. They apply reading strategies to understand a variety of community publications, including news reports, and write their own new reports that reflect community concerns and interests. Students find and discuss the stories that are important to their community, and use their understanding of narrative texts and demonstrate their understanding of the community issues and values reflected in these. They also examine the relationship between language and power, reflect upon “new” language forms, (e.g., text messaging) and their audiences, and make choices about appropriate language for different cultural and social situations.

## **Unit 3: Reading and Writing as Community Action**

In Unit 3 you will continue your independent reading and contribution to your literacy portfolio. You will apply reading strategies and writing processes to texts in other subjects. You will also have the opportunity to discuss how to make your community better and create a formal letter to express your ideas.

## **Unit 4: Demonstrating Reading and Writing**

In this evaluation unit comprising 30% of the final mark, students demonstrate their achievement of the literacy expectations. Using a combination of teacher-selected texts and tasks, and student-selected texts and topics, students answer questions to demonstrate their reading skills. They demonstrate their writing skills by producing a summary and an information paragraph. They write a self-reflection assessing their growth in reading and writing skills in the course. After completing these assigned tasks, students create an anthology of “best works” by selecting examples of reading and writing tasks they consider successful from their literacy portfolios. These, together with the completed tasks form Unit 4, their reading logs and writing records, comprise the anthology. Students reflect upon these selections to write an introduction for the anthology in the form of a series of paragraphs expressing an opinion about their growth in literacy.

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

A variety of diagnostic assessments, including conferences, observation, and Individual Student Reports from the OLC 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 outlines 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.

<b>Type of Assessment</b>	<b>Category</b>	<b>Details</b>	<b>Weighting (%)</b>
<b>Formative (70%)</b>	Knowledge/ Understanding	4/13 x .7	22%
	Thinking/Inquiry	2/13 x .7	10%
	Communication	3/13 x .7	16%
	Application	4/13 x .7	22%

<b>Summative (30%)</b>	Culminating Activity (15%)	4/13 x .15	Knowledge/ Understanding	5%
		2/13 x .15	Thinking/Inquiry	2%
		3/13 x .15	Communication	3%
		4/13 x 1.5	Application	5%
	Final Exam (15%)	4/13 x .15	Knowledge/ Understanding	5%
		2/13 x .15	Thinking/Inquiry	2%
		3/13 x .15	Communication	3%
		4/13 x .15	Application	5%
			<b>TOTAL</b>	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.

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

## **Key Assessment Practices in the OLC**

Assessment that promotes student growth in reading and writing:

- provides for frequent diagnostic assessment preceding new learning, e.g., feedback from OLC, 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](http://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. Ontario Curriculum Unit Planner

## ***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.

· The teacher must ensure that appropriate public viewing licenses are obtained prior to showing media.

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

· Students must be instructed to accept “no comment” as a valid answer to any survey questions, and to respect that people may choose not to respond at all.

· 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.