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| **Course Title:**  | The Ontario Secondary School Literacy Course (OSSLC), grade 12 |
| **Department:** | English |
| **Grade Level:**  | Grade 12 |
| **Course Code:**  | OLC4O |
| **Developed from:**  | The Ontario Curriculum, English: The Ontario Secondary School Literacy Course (OSSLC), 2007 (Revised) |
| **Prerequisite**: | Any grade 11 English CourseEligibility requirement: 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 |
| **Credits**:  | 1.0 |
| **Developed by:**  | Nazanin Zomorodian |
| **Development Date:**  | November 2016 |
| **Revised By:**  | Philip Desjardins |
| **Revision Date:**  | October 28, 2022 |
| **Hours:**  | 110 |

**Course Description/Rational**

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. 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 literacy portfolio containing a record of their reading experiences and samples of their writing.

**Units: Titles and Timing**

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| **Units** | Title | **Timing** |
| **A** | Building Reading Skills | 50 hours  |
| **B** | Building Writing Skills  | 50 hours |
| **C** | Understanding and Demonstrating Growth in Literacy  | 7 hours |
| **D** | Review Evaluation | 3 hours |
|  | Total | 110 hours |

**Overall 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 Demonstrating 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.
* create and organize a**Literacy Portfolio** which will include examples of their work from the course, reflect on their literacy skills, and write an outline and opinion essay.

**Teaching & Learning Strategies**

The course is designed to break down literacy skills into step-by-step processes. Students will be supported to practice these skills in a risk-free environment, and to build confidence, before any formal assessment occurs. Student needs will be supported by providing timely, detailed, clear, and gentle feedback.

To achieve success in the literacy skills taught in this course, it is imperative that students complete work on their own, however they should also seek support in understanding the course content and expectations.

**Key Assessment Practices in the OSSLC**

* Assessment that promotes student growth in reading and writing:
* provides for frequent diagnostic assessment preceding new learning, e.g., feedback from OSSLT, 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."

***Reading***

The aim of the course is to enable students to become competent readers who read informational, graphic and narrative texts with reasonable accuracy and efficiency, who understand both directly, and indirectly-stated ideas and information, and who make connections between texts and their own experiences and knowledge. The course is designed to help students see themselves as readers by giving them opportunities to examine the many text forms they read in their daily lives, e.g., magazines, websites, and e-mail, and see the connections between reading texts and their own knowledge and experiences.

Reading is an active, complex process of thinking and constructing meaning from texts. Good readers, whether they are conscious of this or not, use strategies to help them make sense of the texts they read. An important purpose of the OSSLC is to help struggling readers learn and use effective strategies and "secrets" to enable them to understand what they read.

Students will practice how to read and understand a range of texts for a variety of school and other real-life purposes. People's ability to read a particular text is greatly enhanced when they recognize that it has authentic value to their interests and aspirations. For this reason, students should be able to choose many of the texts and topics they will read about and should be encouraged to apply the reading skills they have learned in the course to the reading they do in their other school subjects.

***Writing***

One of the goals of the OSSLC is to help students to write competently for a variety of school and other real-life purposes. Like the OSSLT, this course focuses on writers being able to state and support main ideas, organize writing clearly and coherently, and use the conventions of standard Canadian English. Unlike the OSSLT, which specifies the topics students write about and the forms of writing they use, and limits the time they are allowed for writing, the OSSLC is designed so that students use a writing process to produce and craft their writing and choose some of their own topics and writing forms to match their own purposes. However, students should also demonstrate their writing skills and knowledge on demand, developing assigned topics and using specified forms. The Course Profile suggests ways in which on-demand writing is balanced with student choice of topics and forms.

Students will practice using the Writing Process including:

* Pre-writing: generating ideas for writing through brain-storming, mind-mapping and webbing techniques
* Drafting: organizing and shaping ideas into a form to create a first draft
* Revising: reviewing the content, ideas, and information in the draft to ensure that the content is sufficient, coherent, and clear; that the ideas are in the appropriate order; and that every detail is relevant
* Editing: crafting the language to achieve the desired effect, to fulfill the writer's purpose; correcting the conventions of spelling, grammar, and punctuation to achieve the standard of Canadian English
* Publishing: creating a final, polished draft of the writing

Note: Conferring (discussions about the writing) between peers and between students and the teacher should occur at all stages of the writing process, except when students are demonstrating their writing skills for evaluation.

***The Literacy Portfolio***

In this course, students maintain and manage a literacy portfolio to demonstrate and help them assess their growth in reading and writing skills throughout the course. Students use a variety of tools to record and track the range of texts they have read and written in the course. The literacy portfolio contains all works in progress and all works that have been evaluated, for both reading and writing tasks. The literacy portfolio will also contain a learning journal in which students set goals for improving their reading and writing skills and monitor their learning during the course.

Students polish selected pieces from their literacy portfolio. These pieces may be used as samples for presentation and display, e.g., as part of an application to a workplace or postsecondary program. The teacher of the OSSLC may help the student select appropriate pieces for this purpose.

Students use all components of the literacy portfolio to review and reflect upon their improvement in reading and writing skills, both during and at the end of the course.

***The Role of Oral Language***

Many students of the OSSLC bring to their learning experiences strengths in oral language, including languages other than English. Oral language experiences in large and small groups help students clarify their thinking and share these understandings with others.

Oral language activities assist in the development of specific reading and writing skills in this course. Readers benefit greatly when they talk to one another about what they know about text forms or topics before they read. Sharing through talk what students know and want to know gives students a firm knowledge base upon which to build. Students also benefit from sharing ideas and information after reading, consolidating, and extending understanding of what they have read. Similarly, writers improve the quality of their writing when given the opportunity to share and generate ideas before, and during the writing process. In addition to talk, reading aloud, guided reading, and shared reading help students expand vocabulary, improve fluency in reading and clarity in writing.

Through talk, the teacher helps students "make visible" the often-invisible reading strategies they use to understand texts. In helping students use language to talk about language, the teacher helps students develop their understanding of the many ways language is used. In addition, research has recognized that facility in a first language helps one learn a new language. For some ESL/ELD students, the opportunity to use their first language to create the content for writing before they write in English is an important support. Using their first language to generate ideas for writing increases the fluency (number) of ideas and allows these to be patterned and organized before the student has to worry about using the language patterns of standard Canadian English and its conventions. The permission to use first language helps to improve the confidence of many students in a new language. Teachers should encourage ESL/ELD students to use first language dictionaries to help them develop vocabulary for reading, listening, speaking, and writing.

**OSSLC Folder or Binder**

 Contains the following:

* Samples of best work
* Works in progress
* Writing Samples
* Reading and Writing Strategies
* Daily Lessons and Notes
* Course Readings
* Rubrics and Exemplars
* Exit Cards

# Assessment For, As, and Of Learning Strategies

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| ***Diagnostic Assessment (For)*** is the process of gathering evidence of student learning prior to commencing instruction. This information is useful for planning instruction, and in particular for individualizing program delivery. It is not used to determine student achievement levels.  |
| ***Implementation Strategy**** Assess English language competency as it relates to this course
* Pretest or responsive writing assignment at beginning of each section of the Course
* Interview with teacher
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| ***Formative assessment (As)*** is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments. |
| ***Implementation Strategy**** Learning expectations and criteria for assessment are communicated to students in advance.
* Frequent use of quizzes to provide feedback to student and teacher
* Class room observation with teacher feedback to student
* Provide rubrics that clarify performance expectations and levels of achievement for rich assignments
* Discuss how the achievement chart levels relate to selected specific expectations
* Provide ongoing feedback on their learning to help them establish goals for improvement
* Peer assessment of selected assignments, quizzes, performances, presentations etc.
* Provide students with guidance to learn how to assess their own work and to set goals for improvement.
* Examples of student work are stored in student portfolios
* Provided students with exemplars to illustrate achievement levels
* Provide students with opportunity to demonstrate authentic performance and investigation skills
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| **Summative assessment (Of)** may occur throughout a course. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a course. It forms the primary basis for establishing the report card levels of achievement.  |
| ***Implementation Strategy**** Summative tests at end of each unit referencing the achievement charts
* Assign at least one rich project (e.g. independent investigation, poster presentation)
* Determination of grading levels for formal reporting purposes should primarily reflect student performance on summative tasks. Students’ level grades will reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
* Final examination that covers all of the overall expectations of the course.
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# Evaluation

## Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document.

Student achievement of the learning expectations will be evaluated according to the following breakdown.

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| **Categories of the Achievement Chart** | **Wt.** |
| **Knowledge / Understanding** | * Knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)
* Understanding of information, ideas, concepts, and themes
* Understanding of relationships among facts, ideas, concepts, and themes
* Understanding of the uses and effect of rhetorical elements (e.g., stylistic devices, voice) in literary and informational texts
 | 25% |
| **Thinking/ Inquiry / Problem Solving** | * Critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)
* Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)
 | 25% |
| **Communication** | * Communication of information and ideas (e.g., through logical organization)
* Communication for different audiences and purposes (e.g., choice of language and style)
* Use of various forms of communication (e.g., essays, narratives, debates, poems, reports)
 | 25% |
| **Application** | * Application of required language conventions (e.g., grammar, usage, spelling, punctuation)
* Application of oral communication and media conventions and techniques
* Application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context)
* Application of the writing process (e.g., choice of topic, revision, use of resources)
* Application of technology (e.g., choice of tools and software, ethical use)
* Making connections (e.g., between English and other subjects, between English and the world outside the school, and between experiences and texts)
 | 25% |
| **Total** |  | 100% |

**Final Mark**

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for English.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of the evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

**The Levels of Achievement for the OSSLC**

 It should be noted that the descriptions of achievement reflect the literacy standards set for the OSSLT. To meet the literacy standard required for graduation, students must demonstrate a moderate level of skill in reading and writing. Students who show limited skill in reading and writing will not pass the course. Note also that the percentage grade ranges in the chart are not aligned with the levels of achievement defined in other curriculum documents.

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| **Percentage** **Grade Range** | **Description of the Level of Literacy Achieved** |
| **80-100%** | A skillful and effective performance in reading and writing. The student has significantly exceeded the level of literacy required for graduation and earns a credit for the course. |
| **65-79%** | Performance that shows considerable skill in reading and writing. The student has exceeded the level of literacy required for graduation and earns a credit for the course. |
| **50-64%** | Performance that shows moderate skill in reading and writing. The student has achieved the level of literacy required for graduation and earns a credit for the course. |
| **0-49%** | Performance that shows limited reading and writing skills. The student may be approaching 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. |

**Note:** A mark of 50 per cent represents both a pass in the course and the achievement of the literacy standard required for graduation.

**Program Planning Considerations for English**

The OSSLC is an alternative way for students to demonstrate the provincial literacy skills required for graduation

**The Role of Technology in the Curriculum.** 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 virtual classroom.

**English As a Second Language and English Literacy Development (ESL/ELD).** Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. Moreover, the older the children are when they arrive, the greater the language knowledge and skills that they have to catch up on, and the more direct support they require from their teachers. Responsibility for students' English-language development is shared by the course teacher, the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate and accommodate the success of these students in their classrooms. Appropriate accommodations include:

1. modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher
2. use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks, pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
3. use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
4. use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).
5. Emphasize specific expectations, Stressing key words, writing on the board, repeating yourself with emphasis, etc.
6. Use visuals like Graphs, charts, diagrams, images can all support students’ comprehension of the lecture.
7. Ask questions clearly, speaking in a way that students can understand. Try to avoid the stereotypical “foreigner talk”—excessively slow and loud speech. Just be aware that it can be difficult to understand rapid, idiomatic speech. Slow down a little and try to avoid slang.
8. Be understanding, recognizing that some students will be very self-conscious about their imperfect English. They may be frustrated by not being able to freely articulate their complex thoughts. They may be concerned that their native-English speaking peers will think they’re less intelligent if they don’t speak perfect English.
9. Provide detailed assignments with clear expectations. Some students have never written a paper in the American style. Some educational cultures value long, meandering introductions. Others value placing the thesis in the conclusion. Others value having only an implicit thesis. Generally, students will write the way they’ve been taught to write. If you have particular expectations, help students by being specific and clear.
10. Expect written accents like insignificant errors, like a missing “the” or the wrong preposition or an unnaturally worded expression. Try to ignore these, just as you would ignore a speaker’s accent as you focused on the ideas they were expressing.
11. Teach citation very carefully. Many international students have been taught to reproduce well-respected texts verbatim, with no citation.

Note: When learning expectations in any course are modified for an English language learner (whether the student is enrolled in an ESL or ELD course or not), this information must be clearly indicated on the student's report card.

**Anti-discrimination Education in the English Program** Learning resources that reflect the broad range of students' interests, backgrounds, cultures, and experiences are an important aspect of an inclusive English program. In such a program, learning materials involve protagonists of both sexes from a wide variety of backgrounds. Teachers routinely use materials that reflect the diversity of Canadian and world cultures, including those of contemporary First Nations, Métis, and Inuit peoples, and make them available to students.

**Literacy, Mathematical Literacy, and Inquiry/Research Skills** Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives. The acquisition and development of literacy skills is clearly the focus of the English curriculum, but the English program also builds on, reinforces, and enhances mathematical literacy. For example, clear, concise communication often involves the use of diagrams, charts, tables, and graphs, and the English curriculum emphasizes students' ability to interpret and use graphic texts. Inquiry is at the heart of learning in all subject areas. In English courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions. As they advance through the grades, they acquire the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet. The questioning they practiced in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways. The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

**Resources:**

Selections from *The OSSLT Workbook*

*OSSLT* Test Samples

Selections from a variety of literary anthologies (short stories, poetry, essays)

English Dictionaries

English Thesaurus

**Achievement Chart – Grades 11 and 12, English**

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| **Category** | **50-59% (Level 1)** | **60-69% (Level 2)** | **70-79% Level 3)** | **80-100% (Level 4)** |
| **Knowledge/Understanding** | **The student:** |
| knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)  | demonstrates limited knowledge of forms, conventions, terminology, and strategies  | demonstrates some knowledge of forms, conventions, terminology, and strategies  | demonstrates considerable knowledge of forms, conventions, terminology, and strategies  | demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies  |
| understanding of information, ideas, concepts, and themes  | demonstrates limited understanding of information, ideas, concepts, and themes  | demonstrates some understanding of information, ideas, concepts, and themes  | demonstrates considerable understanding of information, ideas, concepts, and themes  | demonstrates thorough and insightful understanding of information, ideas, concepts, and themes  |
| understanding of relationships among facts, ideas, concepts, and themes  | demonstrates limited understanding of relationships among facts, ideas, concepts, and themes  | demonstrates some understanding of relationships among facts, ideas, concepts, and themes  | demonstrates considerable understanding of relationships among facts, ideas, concepts, and themes  | demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, and themes  |
| understanding of the uses and effect of rhetorical elements (e.g., stylistic devices, voice) in literary and informational texts  | demonstrates limited understanding of the uses and effect of rhetorical elements  | demonstrates some understanding of the uses and effect of rhetorical elements  | demonstrates considerable understanding of the uses and effect of rhetorical elements  | demonstrates thorough and insightful understanding of the uses and effect of rhetorical elements  |

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| **Thinking/ Inquiry** | **The student:** |
| critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)  | uses critical and creative thinking skills with limited effectiveness  | uses critical and creative thinking skills with moderate effectiveness  | uses critical and creative thinking skills with considerable effectiveness  | uses critical and creative thinking skills with a high degree of effectiveness  |
| inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)  | applies few of the skills involved in an inquiry process  | applies some of the skills involved in an inquiry process  | applies most of the skills involved in an inquiry process  | applies all or almost all of the skills involved in an inquiry process  |

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| **Communication** | **The student:** |
| communication of information and ideas (e.g., through logical organization)  | communicates information and ideas with limited clarity  | communicates information and ideas with some clarity  | communicates information and ideas with considerable clarity  | communicates information and ideas with a high degree of clarity, and with confidence  |
| communication for different audiences and purposes (e.g., choice of language and style)  | communicates with a limited sense of audience and purpose  | communicates with some sense of audience and purpose  | communicates with a clear sense of audience and purpose  | communicates with a strong sense of audience and purpose  |
| use of various forms of communication (e.g., essays, narratives, debates, poems, reports)  | demonstrates limited command of the various forms  | demonstrates moderate command of the various forms  | demonstrates considerable command of the various forms  | demonstrates extensive command of the various forms  |

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| **Application** | **The student:** |
| application of required language conventions (e.g., grammar, usage, spelling, punctuation)  | uses the required language conventions with limited accuracy and effectiveness  | uses the required language conventions with some accuracy and effectiveness  | uses the required language conventions with considerable accuracy and effectiveness  | uses the required language conventions accurately and effectively all or almost all of the time  |
| application of oral communication and media conventions and techniques  | uses oral communication and media conventions and techniques with limited effectiveness  | uses oral communication and media conventions and techniques with some effectiveness  | uses oral communication and media conventions and techniques effectively  | uses oral communication and media conventions and techniques effectively and creatively  |
| application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context)  | uses reading strategies with limited competence  | uses reading strategies with moderate competence  | uses reading strategies with considerable competence  | uses reading strategies with a high degree of competence  |
| application of the writing process (e.g., choice of topic, revision, use of resources)  | uses the writing process with limited competence  | uses the writing process with moderate competence  | uses the writing process with considerable competence  | uses the writing process with a high degree of competence  |
| application of technology (e.g., choice of tools and software, ethical use)  | uses technology with limited appropriateness and effectiveness  | uses technology with moderate appropriateness and effectiveness  | uses appropriate technology with considerable effectiveness  | uses appropriate technology with a high degree of effectiveness  |
| making connections (e.g., between English and other subjects, between English and the world outside the school, and between experiences and texts)  | makes connections with limited effectiveness  | makes connections with moderate effectiveness  | makes connections with considerable effectiveness  | makes connections with a high degree of effectiveness |