LEARNING LANGUAGES INSTITUTE

OLC4O Course Outline	
Name of School	Learning Languages Institute
Department	English, The Ontario Secondary School Literacy Course
Course Developer	Dr. Lida Hosseini and Mr. Ben Huynh
Course Development Date	September 2017
Course Reviser/Revision Date	Hassan Mirzai
Course Title	Ontario Secondary School Literacy Course
Grade	12
Course Type	Open
Ministry Course Code	OLC4O
Credit Value	1.0
Developed From	English: The Ontario Secondary School Literacy Course (OSSLC), Grade 12 (2003); Ministry of Education; Growing Success (2010)

Eligibility 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. (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.)

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. Eligibility 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. (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.)

Overall Curriculum Expectations

A. Building Reading Skills

A_1 demonstrate the ability to read and respond to a variety of texts;

A_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;

A_3 demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;

A_4 use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.

B. Building Writing Skills

B_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;

B_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.

C. Understanding and Assessing Growth in Literacy

C_1 demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home;

C_2 demonstrate understanding of their own roles and responsibilities in the learning process;

C_3 demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning;

C_4 demonstrate understanding of their own growth in literacy during the course.

Course Content

Unit	Time
Interpreting and Using Narrative Forms	25 hrs.
Persuasive Writing and Development	25 hrs.
Interpreting Information and Instructional Texts	30 hrs.
Novel Study: The Outsiders	30 hrs.
Total	110 hrs.

Units Listed in the Sequence of Delivery

Unit Titles and Descriptions	Time and Sequence
Interpreting and Using Narrative Forms (Units Covered: A, B, C) 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 will also explore the different types of narrative forms. They will read a variety of texts that encompass many of these different forms of narratives.	25 hours
Persuasive Writing and Development (A, B, C) 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.	25 hours
Interpreting Information and Instructional Texts (A, B, C) 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 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 a news article.	30 hours

Novel Study: The Outsiders (A, B, C) The Outsiders tells the story of Ponyboy Curtis and his struggles with right and wrong in a society in which he believes that he is an outsider. Students are introduced to the themes of belonging and division that are of critical importance to Hinton's work and adolescence, in general. The idea of separate groups or cliques of people is a reality of adolescence, as well as trying to assimilate and being an individual in a group. Students will understand these dynamics that are experienced by characters in Hinton's work as well as by adolescents, in general.	30 hours

Teaching and Learning Strategies

A wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These strategies include, but are not limited to:

- Reading Response
- Reflection
- Worksheet
- Independent Study
- Note Making
- Inquiry Process
- Research Process
- Internet Technologies

- Media Presentation
- Brainstorming

Strategies for Assessment and Evaluation of Student Performance

	Strands/ Units	Duration	OVERALL EXPECTATIONS	AFL	AAL	AOL	K 25 %	A 25 %	C 25 %	T 25 %
70 %	A	35	A1-A4	Student-Teacher Conferencing Discussion Responses Worksheet	Self-Assessment Peer Assessment	Writing a Narrative	√	√	√	√
	B	35	B1-B2	Worksheet Reading Response Comprehension Questions	KWL Chart	Persuasive Essay	√	√	√	√
	C	40	C1-C4	Worksheet Reading Response	Learning Log	Multiple Choice Test	√	√	√	√
30 %			A1-C4	and Final Exam 30% (Written Component)			√	√	√	√

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CONSIDERATIONS FOR PROGRAM PLANNING

Instructional Approaches

Teachers in the school are expected to:

• clarify the purpose for learning

• help students activate prior knowledge

• differentiate instruction for individual students and small groups according to need

• explicitly teach and model learning strategies

• encourage students to talk through their thinking and learning processes

• provide many opportunities for students to practice and apply their developing knowledge and skills

• apply effective teaching approaches involve students in the use of higher-level thinking skill

• encourage students to look beyond the literal meaning of texts

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning.

Students have opportunities to learn in a variety of ways:

• Individually

• Cooperatively

• Independently with teacher direction

• Through investigation involving hands-on experience

• Through examples followed by practice

• By encouraging students to gain experience with varied and interesting applications of the new knowledge.

Program Considerations for English Language Learners

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the

English language learners in their classrooms. These strategies include:

• Accommodation of some or all of the subject expectations depending on the level of English proficiency

• 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)

• Use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)

• 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 and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Anti Discrimination Education

Learning resources reflect students' interests, backgrounds, cultures, and experiences. Learning materials:

• involve protagonists of both sexes from a wide variety of backgrounds

• reflect the diversity of Canadian and world cultures, including those of contemporary First Nations,

Métis, and Inuit peoples

• include, in English, use of short stories, novels, magazine and newspaper articles, television programs, and films
• provide opportunities for students to explore issues relating to their self-identity
• make students aware of the historical, cultural, and political contexts for both the traditional and non-traditional gender and social roles represented in the materials they are studying.

Literacy and Inquiry/Research Skills

The school emphasizes the importance of the following:
• using clear, concise communication in the classroom involving the use of diagrams, charts, tables, and graphs
• emphasizing students' ability to interpret and use graphic texts.
• acquiring the skills to locate relevant information from a variety of sources, such as books, newspapers, dictionaries, encyclopedias, interviews, videos, and the Internet.
• learning that all sources of information have a particular point of view
• learning that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

Role of Technology

Information and communications technologies (ICT) tools used in many ways:
• Students use multimedia resources, databases, Internet websites, digital cameras, and word-processing programs.
• They use technology to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.
• Students are encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology

and/or Internet websites to gain access to museums and archives in Canada and around the world.

• Students use digital cameras and projectors to design and present the results of their research to their classmates.

• The school plans to use ICT to connect students to other schools and to bring the global community into the classroom.

• Students are made aware of issues of Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.

Career Education

Students are given opportunities to develop career-related skills by:

• applying their skills to work-related situations

• exploring educational and career options

• developing research skills

• practicing expository writing

• learning strategies for understanding informational reading material

• making oral presentations

• working in small groups with classmates to help students express themselves confidently and work cooperatively with others.

Academic Honesty

As per Growing Success, students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

Late Assignments

As per Growing Success, students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

Teaching / Learning Resources

1. Literacy Power OSSLC, Nelson Publishing (2004)
2. Dictionaries, Thesaurus etc.
3. The Outsiders
4. Reading and Writing for Success
5. Various Daily Newspapers, Magazines, and Periodicals
6. (Audio and Video material) CBC, The Fifth Estate, etc.
7. The Ontario Ministry of Health and Long Term Care
8. The Toronto Star
9. The Globe and Mail