

**Forest Hill Collegiate Institute  
Course of Study and Evaluation Statement**

**Ontario Secondary School Literacy Course: Grade 12 Open**

**Note:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

### 1. Course Details

**Instructor:** Ms Del Col [erindelcol@tdsb.on.ca](mailto:erindelcol@tdsb.on.ca)

**Office Rm.** 132

- Program Area: English
- Curriculum Leader: Lisa Rodopoulos
- Course Title: English, Grade 12 Ontario Secondary School Literacy Course (OLC40). Credit Value 1.0
- Prerequisite(s) and co-requisite(s): 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.)
- Textbook(s) and resource materials that are essential to the course:
  - Teacher and students will select materials based on student's interests, variety of purpose and level of challenge.

### 2. Overall Goals

- Course Description:

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that will be offered as part of the English program in Ontario secondary schools starting in the 2003–2004 school year. To participate fully in the society and workplace of the twenty-first century, today's students will need to be able to use language skillfully and confidently. The Ontario curriculum recognizes the central importance of reading and writing skills in learning across the curriculum and in everyday life, and prepares students for the literacy demands they will face in their postsecondary endeavours. To ensure that they have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life, students in Ontario must demonstrate those skills as a requirement for graduation.

The standard method for assessing the literacy skills of students in Ontario for purposes of meeting the literacy requirement for graduation is the Ontario Secondary School Literacy Test (OSSLT), implemented in the 2001–2002 school year. The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills.

The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. Students who successfully complete this course will have met the provincial literacy requirement for graduation, and will earn one credit. The credit earned for successful completion of the OSSLC may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement (see *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, pp. 8–9)

**• Overall Expectations in 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 content 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.

**• Overall Expectations in 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.

**• Overall Expectations in 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.

**• Specific Curriculum Expectations:**

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

- **Course content:** *unit titles in the sequence in which the material will be studied and a suggested time frame in hours as best as known at the time of printing.*

Unit 1: Survival - diagnostic reading and writing activities, graphic texts, informational texts, summary paragraph (3 weeks)

Unit 2: The Science of Teenagers – informational text, series of paragraphs expressing an opinion (2.5 weeks)

Unit 3: Independent Study – information paragraph (1-2 weeks)

Unit 4: Grammar/Language use – Parts of Speech, punctuation, using quotations, vocabulary (ongoing/integrated)

Unit 5: Current Events – graphic text, news report, informational text, series of paragraphs expressing an opinion (3 weeks)

Unit 6: Crime and Punishment – narrative text, informational text, news report, graphic text (3 weeks)

Unit 7: Navigating Life in the 21<sup>st</sup> Century – narrative text, graphic text, informational text (2.5 weeks)

Unit 8: In-class Culminating Final Evaluation:

### 3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this course will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

### 4. Learning Skills

*Learning Skills* are skills and habits essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

### 5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations. Plagiarism is the submission of the ideas or writings of another as if they were one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

### 6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations..

- *Independent Study* refers to the range of instructional methods, which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

## 7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement:

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used:
  - Writing strategies include:** summaries, information paragraphs, series of paragraphs expressing an opinion, news reports.
  - Reading strategies include:** narrative texts, graphic texts, informational texts, inferencing
  - Understanding and Assessing Growth in Literacy strategies include:** portfolio, conferencing

## 8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, the following three strands will form the basis of reporting, according to the weightings shown:

Building Reading Skills	Building Writing Skills	Understanding and Assessing Growth in Literacy
32%	32%	6%

## 9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

## 10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities are included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

**Approximate Date**  
January 13th - 17th

**Type of Culminating Activity**  
Research Project

**Percentage of Final Grade**  
30%

**11. Determining Marks for the Midterm Provincial Reports in November and April**

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

**12. Determining the Mark for the Final Report Card**

The grade for the final report card will be the sum of the 70% Course term mark and the 30% Final culminating mark.

**13. Teacher-Specific Information:**

- Teachers are available for extra help upon request
- Parents can contact teachers in the English department through the main office at (416) 393-1860 ext 20090.