



CORNELL INTERNATIONAL ACADEMY

Course Outline

School Name: Cornell International Academy

Department Name: English

Ministry of Education Course Title:

Ontario Secondary School Literacy Course (OSSLC), Grade 12

Ministry Course Code: OLC40

Grade Level: Grade 12

Developed from: *English-The Ontario Secondary School Literacy Course (OSSLC),
The Ontario Curriculum, Grade 12, 2003*

Text:

Break Away

Oxford University Press, 2004 ISBN: 978-0-19-542095-1

Break Away Student Practice Sets

Oxford University Press, 2004

ISBN: 0-19-542195-7

Prerequisite: None

Credit Value: 1

Length: 110 hrs

Course Developer: Tyler Simon

Development Date: 2014

Revision Date: 2016

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.)

Student 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 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.

Build 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 opinions), 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

Unit 1 –30 hours

Reading and Writing for Personal Success

In this introductory unit, students will reflect on their own personal information, experiences and interests. With this information, students will write self-reflections in a variety of forms. Students will have multiple opportunities to practice their skills and strategies, receive feedback as they build their reading and writing skills. Students will be guided as to how this information can be used to present themselves in through a variety of mediums to differing audiences.

Unit 2 –40 hours

Voice Through Reading and Writing

Students will broaden their focus to understand the many ways that reading and writing help create and maintain communities. Both fiction and non-fiction will be covered and the necessity of the 5W's (Who, What, Where, When, and Why) in creating a complete picture for their audience. They will apply reading strategies to understand a variety of community publications. Students will also be taught the elements of the differences between the variety of forms that discuss current events such as news articles and how they differ from the elements of storytelling, and to apply that knowledge.

Unit 3 - 20 hours

Reading and Writing for Action

Students will be guided through the various elements of both informational and instructional texts in order to find the necessary information that they need. Particular emphasis will be placed on the use of text size, colours and other such elements to subdivide various sections of text, and also guided through the use of glossaries and indexes to find both topics and definitions of terms on a given subject. Students will also be asked to demonstrate how to find such information in their daily lives using various online sources to quickly bring clarity to the different things that they read.

Unit 4 - 20 hours

Demonstrating Success in Reading and Writing

Using a combination of teacher-selected and student-selected texts and tasks, students will demonstrate their achievement of the literacy expectations. Throughout the course, students will have finished a variety of written works, of which students will select their best works to create a portfolio that best represents their skills. They will also introduce this portfolio with a written paragraph that explains their chosen works. This will represent 30% of their final mark.

Total 110 hours

Each unit is evaluated on the basis of the following four categories of achievement

Knowledge/Understanding 20%

Communication 30%

Thinking/Inquiry 20%

Application 30%

| Categories | Approaching the Required Level of Literacy 0-49% | Achieving the Required Level of Literacy 50-64% | Exceeding the Required Level of Literacy 65-79% | Significantly Exceeding the Required Level of Literacy 80-100% |
|---|--|---|---|---|
| Knowledge / Understanding | The Student: | | | |
| -knowledge of forms of texts (e.g. of various forms of informational, narrative, and graphic texts) | -demonstrates limited knowledge of forms | -demonstrates adequate knowledge of forms | -demonstrates considerable knowledge of forms | -demonstrates thorough knowledge of forms |
| -understanding of texts read (e.g. understanding of directly stated and indirectly stated information and ideas; understanding of relationships between ideas; understanding of concepts and themes) | -demonstrates limited understanding of texts read | -demonstrates a reasonable understanding of texts read | -demonstrates considerable understanding of texts read | -demonstrates thorough understanding of texts read |
| -knowledge of strategies, processes, and conventions (e.g., reading strategies; the writing process; conventions of grammar, usage, and spelling) | - demonstrates limited knowledge of strategies, process and conventions | - demonstrates reasonable knowledge of strategies, process and conventions | - demonstrates considerable knowledge of strategies, process and conventions | - demonstrates thorough knowledge of strategies, process and conventions |
| -understanding of the importance of reading and writing skills (e.g., for learning in all subjects; in the workplace) | -demonstrates limited understanding of the importance of literacy skills | -demonstrates a reasonable understanding of the importance of literacy skills | -demonstrates considerable understanding of the importance of literacy skills | -demonstrates a thorough understanding of the importance of literacy skills |
| Thinking / Inquiry | The Student: | | | |
| -critical and creative thinking skills (e.g., making inferences, connecting ideas, integrating personal knowledge to extend meaning, developing ideas, selecting, evaluating, and organizing information) | -demonstrates limited knowledge of forms | -demonstrates adequate knowledge of forms | -demonstrates considerable knowledge of forms | -demonstrates thorough knowledge of forms |
| -self-assessment skills (e.g., setting goals for improving reading and writing skills; reflecting | -demonstrates limited understanding of self - | -demonstrates moderate competence in using self- | -demonstrates considerable competence in using self- | -demonstrates a high degree of competence in using self- |

| on and assessing progress) | assessment skills | assessment skills | assessment skills | assessment skills |
|---|--|--|--|--|
| Communication | The Student: | | | |
| -communication of ideas and information (e.g., in reading responses; in writing pieces) | -communicates ideas and information with limited clarity | - communicates ideas and information with moderate clarity | - communicates ideas and information with considerable clarity | - communicates ideas and information with a high degree of clarity |
| -communication for different audiences and purposes (e.g., choice of tone and language) | -communicates ideas and information for different audiences and purpose with limited appropriateness | - communicates ideas and information for different audiences and purpose with moderate appropriateness and effectiveness | - communicates ideas and information for different audiences and purpose appropriately and effectively | - communicates ideas and information for different audiences and purpose appropriately and with a high degree of effectiveness |
| -use of various forms of communication (e.g., summaries, information paragraphs, opinion pieces, news 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 |
| 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 a moderate degree of accuracy and effectiveness | -uses the required language conventions with considerable accuracy and effectiveness | -uses the required language conventions with a high degree of accuracy and effectiveness |
| -application of reading strategies (e.g., skimming, 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., development and organization of ideas; revision) | - 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 literacy skills in new contexts (e.g., reading a new text; writing about a previously unfamiliar topic) | -uses literacy skills in new contexts with limited effectiveness | - uses literacy skills in new contexts with moderate effectiveness | - uses literacy skills in new contexts with considerable effectiveness | - uses literacy skills in new contexts with a high degree of effectiveness |

Teaching/Learning Strategies:

This course has been designed to break down literacy skills into step-by-step processes. Students are supported to practice these skills in a risk-free environment, and to build confidence, before any formal assessment occurs. The teacher of the course will support individual learners' needs 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, though students are encouraged to seek support in understanding course content and expectations.

Strategies for Assessment and Evaluation of Student Achievement:

The following types of activities will be used to assess student learning: these assessments fall under the Assessment for learning

- Conferences
- Content Quizzes
- Group Discussions
- Note creation
- Homework Checks
- Group Analysis of a Text
- Written Responses
- Creating a Plot Synopsis of a text
- Charting Character
- Media Analysis
- Practice Oral Presentations
- Peer Revision (written material)

The following activities conducted throughout the year will be used as part of the student's Assessment of Learning and represent 70% of the student's Final Grade
(Note: some activities, used in different contexts, are used for both formative and summative purposes.)

- Written Texts
- Conversations
- Observation of Class
- Discussion contributions
- Media Analysis
- Text Analysis

| 70% Course Evaluation | 30% End of course evaluation |
|--|---|
| <p>Reading: Following extensive in reading a variety of texts, students will demonstrate for evaluation their understanding of a minimum of:</p> <ul style="list-style-type: none"> - 2 Narrative Texts - 2 Graphical Texts - 5 Informational Texts <p>Writing: Following extensive in writing a variety of forms, students will produce for evaluation (at minimum) writing on demand in the following forms:</p> <ul style="list-style-type: none"> - 1 summary - 2 Information Paragraph - 2 Opinion Paragraphs - 1 Persuasive Compare Essay - 1 News Article - 1 Review | <p>Literacy Portfolio: 30% Students will create an anthology of their “best work” in literacy, which will be made of:</p> <ul style="list-style-type: none"> • Reading log • record of writing journal • Four of their best written articles, one from each type (Summary, Informative, Opinion, and News Article) <p>Students will write an introduction for their Portfolio in the form of a series of paragraphs expressing an opinion about their growth in literacy by:</p> <ul style="list-style-type: none"> • examining each of the reading and writing tasks selected from their literacy portfolio, and explaining the reasons for their choice • reviewing their goals for improvement in literacy, set throughout the course in their learning journals • reviewing their reading logs and writing forms records • reviewing notes in their learning journals |

Program Planning Considerations for English:

Teachers who are planning a program in English must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2007 (Revised)*. The areas of concern to all teachers that are outlined there include the following:

- Education for Exceptional Students
- The Role of Technology in the Curriculum
- English as a Second Language (ESL) and English Literacy Development (ELD)
- Antidiscrimination Education in the English Program
- Literacy, Numeracy, and Inquiry/Research Skills
- Career Education
- Cooperative Education
- Health and Safety

Considerations relating to the areas listed above that have particular relevance for program planning in English are noted here.

Education for Exceptional Students. In planning courses in English, teachers should take into account the needs of exceptional students as set out in their Individual Education Plan. English courses reflect the creative part of our literary world, which offers a vast array of opportunities for exceptional students. Students who use alternative techniques for communication may find a venue for their talents as writers. Just as English responds to the needs and demands of the greater world of work, English courses are largely shaped by the needs and demands of students who will all eventually end up in this greater world.

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. Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be 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. Information technology is considered a learning tool that must be accessed by English students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, presentation software, and telecommunication tools, as would be expected in any business environment.

English As a Second Language and English Literacy Development (ESL/ELD). With exposure to the English language in a supportive learning environment, most young children will develop oral fluency quite quickly, making connections between concepts and skills acquired in their first language and similar concepts and skills presented in English. However, oral fluency is not a good indicator of a student's knowledge of vocabulary or sentence structure, reading comprehension, or other aspects of language proficiency that play an important role in literacy development and academic success. 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 the success of these students in their classrooms. Appropriate adaptations 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).

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.

This English course can provide a wide range of options to address the needs of ESL/ELD students. Detailed analysis of the parts of speech, vocabulary and sentence, paragraph and essay structure will help ESL students in mastering the English language and all of its idiosyncrasies. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how their backgrounds and language skills can contribute to their success in the larger world.

Antidiscrimination 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. Short stories, novels, magazine and newspaper articles, television programs, and films provide opportunities for students to explore issues relating to their self-identity. In inclusive programs, students are made 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. Stories, novels, informational texts, and media works relating to the immigrant experience provide rich thematic material for study, as well as the opportunity for students new to Canada to share their knowledge and experiences with others. In addition, in the context of the English program, both students and teachers should become aware of aspects of intercultural communication – for example, by exploring how different cultures interpret the use of eye contact and body language in conversation and during presentations. Resources should be chosen not only to reflect diversity but also on the basis of their appeal for both girls and boys in the classroom. Recent research has shown that many boys are interested in informational materials, such as manuals and graphic texts, as opposed to works of fiction, which are often more appealing to girls. Both sexes read Internet materials, such as website articles, e-mail, and chat messages, outside the classroom. The development of critical thinking skills is integral to the English curriculum. In the context of what is now called "critical literacy", these skills include the ability to identify perspectives, values, and issues; detect bias; and read for implicit as well as overt meaning. In the English program, students develop the ability to detect negative bias and stereotypes in literary texts and informational materials. When using biased informational texts, or literary works containing negative stereotypes, for the express purpose of critical analysis, teachers must take into account the potential negative impact of bias on students and use appropriate strategies to address students' responses. Critical literacy also involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society. The program empowers students by enabling them to express themselves and to speak out about issues that strongly affect them. Literature studies and media studies also afford both students and teachers a unique opportunity to explore the social and emotional impact of bullying, violence, and discrimination in the form of racism, sexism, or homophobia on individuals and families.

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.

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. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practice expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks required in most work environments.

Cooperative Education and Other Workplace Experiences. By applying the skills they have developed, students will readily connect their classroom learning to real-life activities in the world in which they live.

Health and Safety. The English program provides the reading skills for the student to be able to explore the variety of concepts relating to health and safety in the workplace.

Assignment Policy:

Should students not submit an assignment by the due date, the following will apply:

The assignment may be submitted the next class, but must be accompanied by reason for the assignment being late and there will be no penalty.

If the submission does not apply the above policy is the professional judgment of the teacher that will decide if other requirements will apply or penalties, including a mark of zero, will be given.

Missed Tests:

If students miss attest with legitimate reasons, they are responsible to write that evaluation on the day on which they return at a time set by teacher. For prolonged

absences, the teacher will use his/her professional judgment to set new test dates for that particular student.

If student is not willing to take the test a mark zero will be given.

Attendance:

Attendance is crucial for all classes as is written in the school policies. After 3 days of absences, the student will be asked to see the school principal and provide explanations. For more than 3 days the process will follow the school policy about missing classes. With 30% absences in the course the credit will not be given.