



TORONTO WORLD SCHOOL

Course Outline

Department: English

Course Developer: Simon Gallo

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Course reviser: Karie Scollick

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Course title/grade/course type: The Ontario Secondary School Literacy Course/Grade 12, English

Ministry Course Code: OLC4O

Credit Value: 1.0

Credit Hours: 110 hours

Developed from: Ontario Curriculum, Grade 12, English, 2003

Prerequisite: Literacy Test (OSSLT)

Course Description

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated during the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read from 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.

Overall Curriculum Expectations

1. 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.

2. 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.

3. UNDERSTANDING AND ASSESSING GROWTH IN LITERACY

By the end of this course, students will:

- demonstrate an understanding of the importance of communication skills in their everyday lives – at school, at work, and home;
- demonstrate an understanding of their roles and responsibilities in the learning process;
- demonstrate an understanding of the reading and writing processes and of the role of reading and writing in learning;

- demonstrate an understanding of their growth in literacy during the course.

Outline of the Course Content:

<i>Unit Title</i>	<i>Content</i>	<i># of Hours</i>
Analyzing Texts	In this unit, students will learn to read, write and analyze a variety of texts including narrative, graphic and informative.	26 hours
Summary & Informative Paragraph	This unit will focus on developing students' reading skills through active reading strategies. Students will read a variety of texts and learn how to properly summarize them into a small paragraph.	25 hours
Multi Paragraphs	In this unit, students will learn to identify opinion pieces with supporting evidence and learn to form and support their own opinions.	25 hours
News Reports	In this unit, students will learn what is required to write an effective news report and learn how to critically analyze them.	26 hours
Final Evaluation	Final Performance Task Final Exam	6 hours 2 hours
Total		110 Hours

Teaching and Learning Strategies used in the classroom are indicated below and reflected in classroom instruction. The strategies used are varied to meet the needs and the range of learning styles encountered and they include the following:

Course Specific	Language	Collaborative
Direct teaching Teaching notes Work and task sheets Homework Independent reading Independent study Problem-solving Information Analysis Research Presentation Decision making Problem-based learning Peer-evaluation Self-evaluation	Oral presentation Peer-evaluation Personal response notes Reading and answering questions	Peer-evaluation Brainstorming

Strategies for Assessment and Evaluation of Student Performance:

Diagnostic assessment is used at the beginning of a unit to assist in determining a starting point for instruction. Assessment for Learning (AFL) provides information to students as they are learning and refining their skills. Assessment as Learning (AAL) acts as a stepping-stone for students to learn to apply their understanding using critical thinking; it bridges the gap between AFL and AOL. Assessment of Learning (AOL), the end of the course and the end of each unit provides students with the opportunity to synthesize/apply/demonstrate their learning and the achievement of the expectations. The following is a list of specific assessment/evaluation strategies that the teacher may use but are not limited to.

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product ✓ Journals (checklist) Learning Logs (anecdotal) Assessment Quiz (scale/rubric)	Student Product ✓ Assignment ✓ Rough drafts (rubric) ✓ Peer feedback (anecdotal/checklist)	Student Product ✓ Assignment ✓ Exam ✓ Reports/response (rubric)
Observation ✓ Self-proofreading (checklist)	Observation ✓ Performance tasks (anecdotal/scale)	Observation ✓ Presentation (rubric)

Conversation ✓ Student (checklist)	Conversation ✓ Student (checklist) ✓ Peer-feedback (anecdotal) ✓ Oral pre-tests (scale/rubric)	Conversation ✓ Question and Answer Session (checklist) ✓ Performance Task
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Online Activities (within LMS)	Offline Activities
Watching video lectures Watching additional resource videos Completing interactive activities Communicating with teachers Participating in virtual conferences Completing online quizzes Reviewing peer submissions Submitting all AAL, AFL, & AOL Assessment and Evaluations	Reading materials for the course Reviewing materials for the course Completing assignments Completing practice activities Preparing presentations Reviewing for exams and unit tests Researching topics on the internet Recording and producing presentations Practicing processes and skills Completing proctored unit tests and exams

The Final Grade: The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English. The distribution of marks into a grade is based on the departmental assessment and evaluation guide for the course and will reflect the student's most consistent level of achievement where appropriate. Comments on the development of learning skills and contributions to the course will be provided in reports. Term work will be 70% of the overall grade for the course; the final evaluation will be 30% of the overall grade, incorporating a final performance task and a final written examination at the end of the semester.

Percentage of Final Mark		Categories of Mark Breakdown
70%	Unit 1 - Assignment SP-Short Answer Analysis Questions	7%
	Unit 1 - Assignment SP-Analysis Task	10%
	Unit 2 - Presentation OBS-Summary of Articles	7%

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	Unit 2 - Assignment SP-Paragraph Analysis	10%
	Unit 3 - Assignment SP-Music Maker Paragraph	7%
	Unit 3 - Question/answer session CONV-5 Paragraph Essay	11%
	Unit 4 - Question/answer session CONV - News Reports	7%
	Unit 4 - Presentation OBS -News Broadcast	11%
30%	CONV -Final Performance Task	10%
	SP-Final Written Exam	20%

Levels of Achievement in the OSSLC

The levels of achievement for the OSSLC are outlined below. 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 skills 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.

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 credit for the course.

Knowledge/Understanding 25%	Thinking/Inquiry 25%	Communication 25%	Application 25%
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Considerations for Program Planning

English language learners: As our school can have a multilingual student population, special accommodations will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms.

These strategies include:

- modification of some or all of the course 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;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; 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, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic 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 ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs of all students.

First Nation, Métis and Inuit Education Policy Framework

The new First Nation, Métis and Inuit Education Policy Framework is a key part of the strategy. The framework includes approaches for schools and school boards that will boost Aboriginal student achievement, help close the gap in achievement between Aboriginal and non-Aboriginal students, and improving students' literacy and

numeracy skills, training teachers in teaching methods that are appropriate for Aboriginal students, and encouraging more parents to get involved in their children's education or school. The framework also sets out strategies to integrate First Nations, Métis and Inuit cultures, histories and perspectives throughout the Ontario curriculum. This will increase knowledge and awareness among all students.

PLAGIARISM/CHEATING

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

Missed and Late Assignments Policy

Teachers will make it Clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also 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. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students, parents and guardians will be informed in a timely fashion via phone call, face-to-face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the students behaviour has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

RESOURCES:

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition
Covering Grades 1-12

Education Quality and Accountability Office, www.eqao.com

Reading Ahead, www.readingahead.com/practicetest/

The Ontario Secondary School Literacy Test Handbook e-centre, e-centre.comgedsb.net

Literacy Power OSSLT, 2004

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course. Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected of inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher