Insight Academy of Canada

Course Outline

Course Title	Ontario Secondary School Literacy Course
Grade	12
Course Type	Open
Course Code	OLC40
Credit Value	1.0
Curriculum Policy Documents	The Ontario Curriculum, English, The Ontario School Secondary School Literacy Course (OSSLC), Grade 12 Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
Prerequisite(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.)

Course Description/Rationale

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 experiences and samples of their writing.

Overall Curriculum Expectations

A. Building Reading Skills By the end of this course, students will:	
A1	Demonstrate the ability to read and respond to a variety of texts
A2	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
A3	Demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies
A4	Use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts
B. Building Writing Skills By the end of this course, students will:	
B1	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
B2	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 and Literacy By the end of this course, students will:	
C1	Demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home
C2	Demonstrate understanding of their own roles and responsibilities in the learning process
C3	Demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning
C4	Demonstrate understanding of their own growth in literacy during the course

Outline of Course Content

Unit No.	Unit Title	Instructional Time	Overall Expectations
1	Reading and Writing for Personal Success	30 hours	A1, A2, A3, A4 B1, B2 C1, C2, C3, C4
2	Community Voices through Reading and Writing	20 hours	A2, A3 B1, B2 C1, C3, C4
3	Community Stories	20 hours	A1, A2, A3, A4 B1, B2 C3, C4
4	Reading and Writing as Community Action	25 hours	A1, A2, A3, A4 B1, B2 C1, C2, C3
5	Demonstrating Reading and Writing	15 hours	A1, A2, A3 B1, B2 C1, C2, C3, C4
Total Instructional Time		**110 HOURS**	
5	Final Exam	2 hours	All Course Expectations

Unit Descriptions
The entire course is delivered online

Unit 1: Reading Strategies

The unit builds on "assessment for learning" and "assessment as learning" for reading and writing to "assessment 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 have multiple opportunities to practice their skills and strategies, receive feedback as they build their reading and writing skills. They are encouraged to take personal responsibility for their learning. The structure of live conferences is established as students engage in independent reading, and cross-curricular work. They set goals and reflect about their reading and writing skills in the learning journal. The emphasis in this unit is on graphic texts, which are examined in students' course materials as well as in their reading outside of school.

Specific Expectations:
A1.1, A1.2, A1.3, A.1.4, A2.3, A2.4, A2.8, A2.9, A3.2, A3.3, A3.4, A3.5, A3.6, A3.7, A3.8, A3.9, A4.1, A4.3
B1.1, B.2, B1.3, B1.4, B1.5, B1.6, B2.2, B2.4, B2.8
C1.1, C1.2, C2.1, C3.2, C4.1, C4.6

Unit 2: Community Voices through Reading and Writing

Students broaden their focus from reading and writing for personal purposes, to understanding the many ways that reading and writing help to create and maintain vital communities. Students define community, and start by examining the variety of reading and writing forms used in their school to create a school community. They apply reading strategies to understand a variety of community publications, including news reports, and write their own new reports that reflect community concerns and interests.

Specific Expectations:
A1.4, A2.4, A2.6, A2.8, A2.9, A3.1, A3.2, A3.3, A3.7, A3.8, A3.9, A4.3
B1.1, B1.3, B1.4, B1.7, B1.9, B2.1, B2.2, B2.3, B2.4, B2.5, B2.9
C1.2, C3.1, C3.2, C3.3, C3.4, C4.2, C4.3, C4.4

Unit 3: Community Stories

Students will continue to develop their exploration of community by finding and discussing the stories that are important to their society. They will use their understanding of narrative texts and demonstrate their understanding of the community issues and values reflected in these. They will also examine the relationship between language and power, reflect upon "new" language forms, (e.g., text messaging) and their audiences, and make choices about appropriate language for different cultural and social situations.

Specific Expectations:
A1.4, A2.6, A2.9, A3.1, A3.3, A3.7, A3.8, A3.9, A4.3,
B1.1, B1.3, B1.7, B1.9, B2.1, B2.3, B2.4, B2.5
C3.1, C3.2, C3.3, C4.3, C4.4

Unit 4: The Writing Process

Students continue to work in the strands that weave throughout the course. The issues of community introduced in Unit 2 & 3 are used to focus on informational reading and writing. Students explore how reading skills are essential to access the practical information necessary to living in a community. Students research and evaluate practical informational writing on online community websites, where possible, and explore examples of how reading and writing skills can connect to significant local and global change. Students use a variety of writing forms, including letters that express an opinion, to participate as responsible citizens in local or global communities.

Specific Expectations:
A1.1, A1.2, A1.4, A2.2, A2.3, A3.1, A3.2, A3.4, A3.5, A3.6, A3.7, A3.8, A3.9, A4.1, A4.3
B1.1, B1.4, B1.5, B1.6, B1.7, B1.8, B2.3, B2.4, B2.5, B2.6
C1.1, C1.2, C2.1, C3.2

Unit 5: Demonstrating Success in Reading and Writing

In this evaluation unit comprising 15% of the final mark, students demonstrate their achievement of the literacy expectations. Using a combination of teacher-selected texts and tasks, and student-selected texts and topics, students answer questions to demonstrate their reading skills. They demonstrate their writing skills by producing a summary and an information paragraph. They

write a self-reflection assessing their growth in reading and writing skills in the course. After completing these assigned tasks, students create an anthology of "best works" by selecting examples of reading and writing tasks they consider successful from their literacy portfolios. These, together with the competed tasks form Unit 4, their reading logs and writing records, comprise the anthology. Students reflect upon these selections to write an introduction for the anthology in the form of a series of paragraphs expressing an opinion about their growth in literacy.

Specific Expectations:
A2.6, A3.2, A3.3, A3.4, A3.6, A3.7, A3.8
A3.5, B1.4, B1.5, B1.7, B1.9, B2.2
A1.1, A2.3, A3.3, A3.5, B1.1, B1.4, B1.5, B1.6, B1.7, B1.9
B1.5, B1.7, B2.6, B2.11, B2.12, C1.1, C1.2, C2.1, C3.1, C3.3, C3.5, C4.3, C4.4, C4.5, C4.6, C4.7, C4.8

Teaching and Learning Strategies

Effective instruction is key to student success and students learn best when they are engaged in a variety of ways of learning. Teachers at Insight Academy of Canada (IAC) provide numerous opportunities and use a variety of instructional, assessment, and evaluation strategies to help students develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The activities offered enable students not only to make connections among these concepts throughout the course but also to relate and apply them to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn and to become lifelong learners.

Each unit of the course contains a Unit Overview, a number of Lessons, and assignments. Lessons are delivered through the following format.
- Mind on. Students are introduced to the content through a variety of exploratory and instructional strategies including watching online videos.
- Actions. Students practice and apply their new learning exercises, case studies, research and worksheet completion. Students are actively engaged in their assessment process as they monitor their own learning to determine their next steps and set individual learning goals.
- Consolidation. Students are provided opportunities to demonstrate what they have learned through independent practice, reflection assignments, and discussion posts (Exit Card).
- Extension Activities. Students study extra lesson resources, complete homework assignment, and response to teacher's follow-up questions to expand their learning and prepare for unit test.

Along with some of the strategies noted in the assessment and evaluation strategies charts below, teaching and learning strategies will include:
- Activity Based Strategies: Student completes assigned activities reflecting the learning goals of the course
- Cooperative Strategies: Small group learning providing high levels of student engagement and interdependence through discussion posts/student feedback/debates
- Direct Instruction Strategies: Teacher guided instruction on areas for student improvement based on chats, office hours, assignment feedback
- Independent Learning Strategies: Students analyze their own strengths and weaknesses through self-assessment

- Technology and Media Based Applications: Integrating technology into the course when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students.
- Thinking Skills Strategies: Independent generation of best learning practices and characteristics
- Inquiry Research Mode: Detailed steps focused upon using sources properly in own work and through feedback from teacher and peer

Activity Based Strategies	Cooperative Strategies	Direct Instruction Strategies
• Online videos • Articles • Online research	• Collaborative • Discussion Posts • Peer Commentary • Peer interactive communication	• Lecture • Review • Articles/Videos • Worksheets
Independent Learning Strategies • Homework Q&A • Report • Note taking • Discussion Posts • Online Research • Summary Review Worksheets • Online research • Exit Card • Self-assessment	**Technology and Media Based Applications** • Homework Q&A online submissions • Independent Reading • Videos Q&A • Discussion Posts • Online Research	**Thinking Skills Strategies** • Sharing opinions/offering commentary • Brainstorming • Outlines • Drafts • Questionnaires/self-reflection • Oral Explanation • Applications to current events/real companies of their choice • Self-reflection/time management techniques
Inquiry Research Mode • Research Process • Dialogues with Teacher & Peers		

Strategies for Assessment & Evaluation of Student Performance

Insight Academy of Canada's (IAC) Assessment and Evaluation policy is aligned with the Ministry of Education's Growing Success policy document which outlines the assessment, evaluation, and reporting policies and practices in Ontario schools.

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflect show well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers will use assessment and evaluation strategies that:
- are fair, transparent, and equitable for all students;

- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Evaluation and Reporting of Student Achievement

Insight Academy of Canada's (IAC) will use the Provincial Report Card, Grades 9–12, for formal written reports to students and parents two times a semester. The report card provides a record of the student's achievement of the curriculum expectations in the course, at particular points in the school year or semester, in the form of a percentage grade. 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 the discipline.

A final grade is recorded for the course, and a credit is granted and recorded for the course in which the student's grade is 50% or higher. The final grade for the course will be determined as followings:
- Seventy per cent of the grade will be based on 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.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination and administered at the end of the course.

Assessment and Evaluation Categories and Weights			
Achievement Categories	Percent	Evaluation for Final Grade	Percent
Knowledge/Understanding	25%	Term Work	70%
Inquiry/Thinking	25%		
Communication	25%	Final Evaluations	30%
Application	25%		

Reporting on Demonstrated Learning Skills & Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative & Self-regulation. These learning skills and work habits are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills and work habits in these six areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills

and work habits, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers use a variety of strategies throughout the course.