



TORONTO INTERNATIONAL OSLIFE SCHOOL
COURSE OUTLINE

Ontario Secondary School Literacy Course, Grade 12

Name of School: Toronto International Oslife School

Department: English

Course Developer: Christian Bayly, B.A., B.Ed., M.A., OCT

Course Development Date: June 2018

Course Reviser: Kimberly Service B.A.(Hon), B.Ed., M.A., OCT

Course Revision Date: January 2022

Course Title & Grade: English, Grade 12

Ministry Course Code: OLC40

Course Type: Open

Credit Value: 1.0

Developed from: The Ontario Curriculum, Grades English The Ontario Secondary School Literacy Course (OSSLC), 2003

Prerequisite: 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.

CURRICULUM EXPECTATIONS:

The expectations identified for this course describe the knowledge and skills that students are expected to develop and demonstrate in the various activities through which their achievement is assessed and evaluated.

Two sets of expectations are listed for each strand, or broad curriculum area, of this course. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of this course. The specific expectations describe the expected knowledge and skills in greater detail. The specific expectations are organized under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The organization of expectations in strands and subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a



guide for teachers rather than as an exhaustive or mandatory list.

Strands

The course is divided into three strands: Building Reading Skills; Building Writing Skills; and Understanding and Assessing Growth in Literacy.

Building Reading Skills

Students need to be able to read and understand a variety of texts accurately for a variety of school and other real-life purposes. The competent reader, according to the OSSLT criteria, is able to read informational, narrative, and graphic texts* with reasonable accuracy and proficiency, to understand directly and indirectly stated ideas and information, and to make connections between texts and his or her own experiences and knowledge. The competent reader reads for a variety of purposes, and is able to understand texts of varying levels of challenge.

** The term graphic texts is used, for the purposes of this course, to parallel informational texts and narrative texts as one of the three types of reading selections assigned on the test. On the test and in the course, students must demonstrate their ability to understand and interpret a variety of graphic materials as texts in themselves. It is understood, however, that “graphic texts” are often incorporated as elements of informational and narrative texts.*

Reading is an active process of thinking and constructing meaning from texts. Competent readers use strategies before they read, to preview the text and to activate their prior knowledge of the topic; while they read, to track and record ideas and monitor comprehension; and after they read, to consolidate and extend understanding. Competent readers know that reading plays a vital role in learning, opening the door to knowledge about themselves, others, and the world.

The Reading strand of the OSSLC is designed to help struggling readers to learn and use effective strategies to understand a range of texts. It requires students to read and respond to a variety of informational texts (e.g., opinion pieces, information paragraphs, textbooks), narrative texts (e.g., newspaper reports, magazine stories, short fiction), and graphic texts (e.g., tables, line graphs and bar graphs, schedules). Students will have numerous opportunities to learn appropriate reading strategies and use them to understand directly and indirectly stated ideas and information in texts, and to make connections between personal knowledge or experience and the ideas and information in texts. As in the OSSLT, the emphasis in the course is on informational texts; however, students will also engage in independent reading for personal, school, and career-related purposes, thus going beyond the requirements of the OSSLT.

Building Writing Skills

Students need to be able to write competently for a variety of school and other real-life purposes. The competent writer, as defined by the OSSLT criteria, states and supports main ideas, organizes writing clearly and coherently, and uses the conventions of standard Canadian English.

A variety of research in the field of writing reveals that the quality of student writing is greatly enhanced when students use the writing process in their writing tasks. Unlike the OSSLT (which specifies the topics students write about and the forms of writing they produce, and sets limits on the time allowed for writing), this course gives students regular, ongoing experience in using the writing process to produce and craft their writing, and allows them to choose some



of their own topics and writing forms to suit their own purposes.

To help students develop into competent writers, the Writing strand of the OSSLC requires them to produce a variety of forms of writing for school and other real-life purposes, including summaries, information paragraphs, opinion pieces (series of paragraphs expressing an opinion), and news reports. Students will use the writing process and their knowledge of the conventions of text forms to organize ideas for writing, to develop main ideas and provide supporting details, to match tone and language to purpose and audience, and to use grammar, punctuation, and spelling correctly.

Understanding and Assessing Growth in Literacy

This strand requires students to assess their growth in literacy. Students will set learning goals, monitor their improvement in literacy throughout the course, and confer with their teacher about their progress at regular intervals. Students will also maintain and manage a literacy portfolio containing their reading responses, pieces of writing, and a learning journal in which they record their goal-setting and self-monitoring activities during the course. Students will review this portfolio, both during the course and at its end, in order to assess their growth in literacy

COURSE CONTENT:

Unit Name	Time Allocation
1. Writer’s Toolkit	24
2. Understanding Different Kinds of Stories	25
3. News Reporting	25
4. Novel	26
5. Culminating Assignment and Exam	10
Total Hours	110

TEACHING & LEARNING STRATEGIES:

Direct Instruction (teacher-led)	✓	Class Activity (teacher facilitation)	
Direct Instruction (discussion possible)		Experiential learning (learn by doing)	
Class Discussion (teacher facilitated)	✓	Worksheets/Surveys	✓
Small Group Discussion	✓	Individual or Group Research	
Partner Discussion/Conferencing		Teacher modeling	✓
1:1 Conferencing Teacher & Student		Text-based modeling	
Teacher reading to class	✓	Use of Computers / Internet	✓
Silent individual reading	✓	Use of video or audio materials	✓
Group based reading		Role Playing	
Independent Work (teacher facilitation)	✓	Presentations	✓
Group Work (teacher facilitation)		Guest Speaker / Interviews / Questions	
Brainstorming		Field Trip	



ASSESSMENT & EVALUATION:

Purpose: The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Assessment for Learning - we provide feedback and coaching

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment as Learning - we help students monitor progress, set goals, reflect on their learning

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.

Assessment of Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

Grading

- The final grade is based on performance in 3 areas: products, observations and conversations.
- 70% of the grade is based on evaluations conducted throughout the course.
- 30% is based on a final evaluation.

Weighting of Categories:

Knowledge & Understanding	Thinking	Communication	Application
30%	20%	20%	30%

Assessment Tools: The following assessment tools are used in ENG4U at TIOS:

Marking schemes		Rubrics	✓
-----------------	--	---------	---



Anecdotal comments	✓	Checklists	
Rating Scales			

Assessment Strategies: The following assessment strategies are used in ENG4U at TIOS:

Assessment Learning	for	Assessment as Learning	Assessment Learning	of
Quizzes	✓	Journal		Tests
Tests		Exit and Entrance Cards	✓	Presentations
Presentations		KWL Chart	✓	Journals
Journals	✓	Self/Peer assessment	✓	Essays
Essays		Logs		Models
Models				Projects
Projects	✓			Demonstrations
Demonstrations				Conferencing
Conferencing				Questioning
Questioning				Independent Study Assignment
Independent Study Assignment	✓			Art Exhibits
Art Exhibits				Researching
Researching	✓			Reading Aloud
Reading Aloud				Problem Solving (process focused)
Problem Solving (process focused)				Debates
Debates				Work Sheets
Work Sheets	✓			Role Playing
Role Playing				Direct Instruction
Direct Instruction				

CONSIDERATIONS FOR PROGRAM PLANNING:

Instructional Approaches

Teachers at TIOS 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 practise and apply their developing knowledge and skills;
- apply effective teaching approaches involve students in the use of higher-level thinking skills;
- encourage students to look beyond the literal meaning of texts and artistic works;



- encourage students to rehearse, practice, apply, skills and strategies, and to make their own choices.

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 using concrete learning tools;
- by encouraging students to gain experience with varied and interesting applications of the new knowledge. Rich contexts for learning open the door for students to see the “big ideas” of mathematics that will enable and encourage them;
- to reason mathematically throughout their lives.

Teaching Approaches

Critical thinking is at the heart of all English and Language Arts courses, and the development of this skill is paramount, as it will help students become and remain effective lifelong learners.

Effective teaching in English and Language Arts should provide adequate motivation to students, as well as to help them develop positive habits of mind, including curiosity and open-mindedness, a willingness to think/question/challenge/be challenges, as well as an understanding of the value of listening carefully, reading carefully, and communicating clearly.

Language skills are learned and reinforced very well through activities that present new and novel ideas and issues, but also ones that are meaningful and relatable to students. Teachers must choose activities for the class to work through that are can meet the needs of all students. While no one activity will fit all students, teachers must be mindful of differentiating assessment and instruction in order for students to be able to capture and demonstrate their understanding in the most effective means possible.

A wide variety of activities that span the course’s curriculum will help students to demonstrate their abilities frequently, and clearly show their growth throughout the course. Further, a wide variety of different activities can help students remain engaged throughout the entirety of the course.

Program Considerations for Students with Special Education Needs

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of students with special education needs in their classrooms. These strategies stem from the beliefs as laid out in *Special Education Transformation: The report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006*:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.



- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

Teachers must plan their program that recognize the diversity of students' learning styles, needs, and responses, so students can have performance tasks that respect their abilities so they can derive the greatest possible benefit from the teaching and learning process.

Teachers must be mindful of three types of accommodations for students:

- Instructional Accommodations: changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia
- Environmental Accommodations: changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- Assessment accommodations: changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments, or permitting oral responses to test questions

No modifications to course expectations are made at this school.

Program Considerations for English Language Learners

TIOS Teachers will use appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include (but are not limited to):

- modification 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 language;
- 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); and
- 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.

Environmental Education in the English Classroom

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario Students and promotes environmental responsibility in the operations of all levels of the education system.



The goals outlined are surrounded around: teaching and learning, student engagement and community connections, and environmental leadership. By promoting the study of issues and solutions, the engagement of practicing and promoting environmental leadership and stewardship, and the importance of leadership through responsible promotion of environmentally safe and secure practices.

In the English and Language Arts classrooms, students are encouraged to “look beyond the literal meaning of texts to think about fairness, equity, social justice, and citizenship in a global society”, wherein students can also explore environmental issues related to these goals. Likewise, many topics throughout the English and Language Arts courses can provide students to discuss environmental topics, especially when global, historical, political, or socioeconomic issues are a key point in a text or lesson.

Equity & Inclusion

At Toronto International OSLife School, our mission is to inspire academic excellence for students and strong confidence for parents.

The following statements of belief are excerpted from the Peel District School Board document entitled *Empowering Modern Learners (Addendum 2020)* and help us to shape a foundation that determines our school’s belief system about our students.

As a school, we are committed to ensuring that each student is represented and reflected in the learning experiences and learning environments we provide. This means that teachers and administrators at TIOS celebrate and value unique student interests, backgrounds, cultures and prior experiences. Our beliefs as a staff are founded on the following belief system that we bring to classrooms every day:

- We must actively confront inequities and barriers that uphold racism and other forms of oppression so learners of all identities are empowered through education that embraces their identities and lived experiences.
- Each learner is curious, competent and able to take an active role in his or her own learning.
- Effective educators empower all learners to achieve personal excellence by being open, flexible and responsive to their needs.
- A positive, innovative learning environment empowers all of us to grow through rich, authentic relationships both locally and globally.
- Together as a community of families, educators and leaders, we share responsibility to inspire our modern learners to be active, critically engaged, global citizens.

Culturally responsive pedagogy and modern digital tools offer unprecedented opportunities to empower historically under-served learners by providing barrier-free access to information and learning networks. This access generates new opportunities for learners to explore their passions, share their voices and consider diverse perspective.

Being an educator that embodies Modern Learning is more about the journey than the destination. As we acknowledge our past and commit to a new future, we will focus on instructional strategies that take in consideration student learning needs, and assessment practices that are equitable, transparent and focus on student achievement. Our classroom must foster critical thought, adaptability and innovation and understanding that these concepts look different and have different implications for each learner.



Literacy, Mathematical Literacy, and Inquiry/Research Skills

TIOS 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.

Students in English and Language Arts are encouraged to develop their ability and skills in asking critical questions, and exploring a wide range of possible answers while determining how this information fits the original problem. While this is a skill traditionally rooted in mathematics and science courses, critical thinking is at the heart of every course students will take, and therefore should be encouraged in English and Language Arts as well. They will also develop skills to locate these answers in a wide variety of sources. These skills become more advanced and refined as source bias becomes clear to students, and how they have the responsibility to evaluate the credibility, validity, and relevance of the source to their question.

The Role of Technology & Library Facilities

Information and communications technologies (ICT) tools used in many ways:

- Students use multimedia resources, databases, Internet websites, digital cameras, and word-processing programs.
- Students use databases, spreadsheets, dynamic geometry and statistical software, graphing software, computer algebra systems, and so on in order to quickly navigate through complex problems, to see the effect of dynamic data on their values and trends, and to see a graphical representation of data.
- 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.

While the majority of students find information through electronic sources, students should be encouraged to locate text and media in the school library and other public libraries in the area (whether city libraries or university libraries), as it is kept as a wealth of information, especially for very specialized topics. With the saturation of information available electronically, some students may find it easier (and more reliable) to locate printed information about specialized topics in local libraries.



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;
- developing key essential skills such as reading text, writing, computer use, measurement and calculation, and problem solving;
- practising 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.

Health and Safety in English and Language Arts

In English and Language Arts courses, students must be familiar with the concept that health and safety is everyone's responsibility at all times, not just in the school. While these courses are, for the most part, very academic, there are still many opportunities to practice health and safety strategies.

While there is no direct mention of these practices throughout the curriculum for these courses, students can use the context of the assessment to build awareness and understanding of health and safety issues. For example, if they are writing a text "for different purposes and audiences", students could take the opportunity to use this as a platform to inform others about issues in health and safety that may be of concern.

Field trips, while very beneficial to students educational experiences, are also opportunities for appropriate health and safety strategies to be planned and employed as there can be many unpredictable settings and events that take place outside of the classroom.

Financial Literacy

The school is emphasizing the importance of ensuring that Ontario students have the opportunity to improve their financial literacy. Financial literacy is defined as "having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence". The goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and the finances of their families, as well as to develop an understanding of local and global effects of world economic forces and the social, environmental, and ethical implications of their own choices as consumers. Thus, an attempt will be made to integrate Financial Literacy in all the school's courses.

While traditionally a challenging concept to cover in language programs, the wide variety of literary works offers a look in to characters from an even wider variety of backgrounds, social positions, and other means of financial background. This provides students the opportunity to discuss actions, behaviour, and personality traits, and luxuries (or the lack of) afforded to them by means of this position, and also discuss the financial position in terms of "today dollars" to get a better framework of the particular character's position.

Academic Honesty



Plagiarism occurs when someone presents the work of others as their own. This would include copying large amounts of text from the Internet or other written texts without crediting the original author. Plagiarism also occurs when someone copies the work of other students, pretending it to be their own. Surprisingly, the third instance of plagiarism occurs when a student copies an assignment from one course for use in a different course, pretending it to be original work. All three of these instances constitute plagiarism and are very serious breaches of academic honesty.

In many post-secondary institutions, students who are found to be guilty of academic dishonesty (plagiarism) are forced to withdraw from the course and/or the university.

At TIOS, we consider the issue of academic honesty to be very important. Since our goal is to inspire academic excellence for students, we believe that academic honesty is an important lesson to learn during high school. For this reason, teachers in each course will review the correct methods of footnoting sources so that students can avoid any suspicion of copying from outside sources. Using someone else's ideas to support your own is not the crime – but when you pretend that someone else's ideas are yours, that becomes the problem! Teachers throughout Ontario have access to online software that easily detects plagiarism, so it is important for students to pay careful attention to this issue.

As outlined in *Growing Success*, students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

- **Responsibilities of TIOS Students:** When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you are capable of submitting work that is your own. When a teacher asks to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.
- **Responsibilities of TIOS Teachers:** Teachers will help students avoid plagiarising by using some of the following strategies:
 - defining the term “plagiarism” and reminding students of the policy when setting out an assignment;
 - giving students examples of what plagiarism looks like;
 - emphasizing the importance of using process skills to arrive at a product;
 - teaching students research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing;
 - teaching students organizational skills: finding and organizing information to build understanding of a topic;
 - teaching students how to make an outline for a report or research essay;
 - having students keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved;
 - assessing the process steps: notes, outline, summary, bibliography, drafts, etc.; and/or
 - informing students of the consequences of plagiarism.



Consequences for Academic Dishonesty at TIOS

Students found to have plagiarized assignments at TIOS will be subject to a series of escalating consequences:

- Instance #1: When plagiarism has been detected, the teacher will discuss the matter with the student. Both parents and the Principal will be informed of the details and the student will have the opportunity of redoing the assignment in a way that avoids plagiarism.
- Instance #2: When plagiarism is detected a second time, the student will receive a mark of zero for the assignment. Parents and the Principal will once again be informed and the Principal will note this in their school records.
- Instance #3: Repeat instances of plagiarism may result in withdrawal from the course and/or the school without refund of tuition. Similarly, students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and these details will also be noted in their school records.

Appeal

- A student may appeal the teacher's decision to the Principal after discussion with the teacher.

Late Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a format approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

Resources

- The Necklace by Guy de Maupassant
- Various Short Stories, Graphic Texts etc.
- Moodle Website
- Dictionaries, Thesaurus etc.
- Various Internet Resources:
 - OWL English Purdue
 - The University of Toronto Library

