



GRADE 12 ONTARIO SECONDARY

SCHOOL LITERACY CREDIT

DEPARTMENT: ENGLISH
COURSE: ENGLISH (OPEN)
PREREQUISITE: NONE

COURSE CODE:
CREDIT VALUE: 1
TEXTBOOK: VARIOUS

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 texts⁴ 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. 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.

EVALUATION:

Assessment and evaluation in this course will be based on provincial curriculum expectations. **The English Department at Port Credit believes that attendance and punctuality, as well as fulfilling assignment timelines are also significant elements for student success. It is also an expectation that homework be completed to enhance and reinforce the learning that takes place during the school day.**

Evaluation throughout the course and the final evaluation will incorporate four broad categories:

A final grade will be calculated: Term Work TACK 70% / Final Evaluation 30%

<u>T</u> hinking/ Inquiry	<u>A</u> pplication	<u>C</u> ommunication	<u>K</u> nowledge and Understanding	Culminating Activity
17.5 %	17.5 %	17.5 %	17.5 %	30%
¥ Internet and Library research ¥ Open-ended question assignment/test ¥ Chart creation ¥ Debates ¥ Plays ¥ Oral presentations	¥ Essays ¥ Research papers ¥ Plays ¥ Research papers ¥ Plays ¥ Debates ¥ Videotapes ¥ Oral presentations	¥ Reports ¥ Group participation ¥ Open-ended questions ¥ Interview ¥ Tests ¥ Essays ¥ Editorials	¥ Homework ¥ Multiple choice quiz ¥ True/False quiz ¥ Quiz ¥ Short answer test ¥ Chart creation ¥ Questions ¥ Essays	On-Going Portfolio Assessment Activity(s)

The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student’s final marks.

LEARNING SKILLS:

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- * **Independent work**
- * **Collaboration**
- * **Initiative**
- * **Organization**
- * **Self-Regulation**
- * **Responsibility**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

EQUIPMENT/MATERIALS NEEDED: Oxford and Webster's dictionary and thesaurus, personal reading material

To be signed by the parent/guardian and kept in student subject workbook.

I acknowledge that I have read the subject overview and evaluation strategies for this course.

 Parent/Guardian’s Signature

 Student’s Signature