

**York Region District School Board  
The Dr. G.W. Williams Secondary School  
English Department  
Grade 12 Literacy Course  
(OLC401)  
Course Outline**

**Credit Value:** 1.0 (elective English credit)  
**Subject Head of English:** Ms R. Solomon

**Course Description / Rationale**

To participate fully in the society and workplace of the twenty-first century, today's students will need to be able to use language skilfully and confidently. The Ontario curriculum recognizes the central importance of reading and writing skills in learning across the curriculum and in everyday life, and prepares students for the literary demands they will face in their post secondary endeavours. To ensure that they have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life, students in Ontario must demonstrate those skills as a requirement for graduation.

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as a part of the English program to provide students with intensive support in achieving the required reading and writing competencies. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional assessment core of the course.

**Units of Study**

*Unit 1: Short Fiction and Non-Fiction*

Students read and respond to a variety of short written texts, including informational, narrative, and graphic texts. Students practice pre-reading, during-reading, and after-reading exercises. Students focus on summary writing and on writing newspaper reports. Specific attention is directed towards the structure of different types of writing.

*Unit 2: Novel Study*

Students read a class novel. Focus is put on reading comprehension and vocabulary, and students complete related activities, such as short answer questions. Students write summaries, news reports, series of paragraphs exploring their own opinion, and informational paragraphs (essays). Editing work and citing sources are emphasized.

*Unit 3: Film Analysis*

Students use film as text to examine timelines, make connections, explore language, and infer meaning. Students produce journals and an original graphic text.

*Unit 4: Culminating Project*

Students complete tasks of the same nature as those on the OSSLT and self reflect on their reading and writing journeys throughout the course.

**Assessment and Evaluation**

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

The reading strand of the OSSLC is designed to help students to learn and use effective strategies to understand a range of texts, including informational texts, narrative texts and graphic texts. To help students to become 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, and news reports. In addition students are required to assess their growth in literacy. Students will maintain and manage a 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.

The student's final grade for the course will be determined as follows:

- **70 percent of the grade will be based on evaluations conducted throughout the course**

Reading	35%
Writing	35%
- **30 percent of the grade will be based on a final evaluation of reading and writing skills, to be administered towards the end of the course** (reading/writing performance tasks and a self-assessment)

All assignments will be assessed and evaluated according to the categories of the achievement chart (Knowledge and Understanding, Thinking, Communication, Application).

### **Learning Skills:**

Learning skills will be assessed throughout the semester and reported in the "learning skills" section of the report card. The following criteria will be used:

#### **LEARNING SKILLS**

(Abridged list of Learning Skills descriptors from Curriculum Guidelines for Grades 9 to 12)

#### **Responsibility**

- completes and submits class work, homework, and assignments according to agreed-upon timelines
- takes responsibility for and manages own behaviour

#### **Organization**

- devises and follows a plan and process for completing work and tasks
- establishes priorities and manages time to complete tasks and achieve goals

#### **Independent Work**

- uses class time appropriately to complete tasks
- follows instructions with minimal supervision

#### **Collaboration**

- responds positively to the ideas, opinions, values, and traditions of others
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions

#### **Initiative**

- demonstrates the capacity for innovation and a willingness to take risks
- demonstrates curiosity and interest in learning

#### **Self-regulation**

- sets own individual goals and monitors progress towards achieving them
- seeks clarification or assistance when needed

Time management and organization are important skills for the students to use to complete this course.

### **Resource Texts and Materials:**

Textbook: Literacy Power (short fiction and non-fiction)

Novel: Harry Potter and the Philosopher's Stone by JK Rowling or The Hunger Games by Suzanne Collins.

**Excursions:**

From time to time, excursions to plays, readings or other events may be offered to students. At such times, it is the student's responsibility to pay for both the cost of admission to the event and transportation to and from the event venue, if applicable.

**Expectations:**

Students are expected to read, understand and comply with the **English Department Policy Document**, the **English Department Plagiarism Document**, the **Dr. G. W. Williams Secondary School Student Handbook**, the **York Region District School Board Safe Schools Policy**, and any other relevant documents relating to student success and comportment.

**Teaching/Learning Strategies**

Because students learn in a variety of ways, teachers will accommodate various learning styles in their teaching. Students are given opportunities for brainstorming, experimenting, discussing, debating, interviewing, researching, role playing, designing, and constructing. Other strategies may include: case studies, concept-mapping, simulations, learning contracts and co-operative learning. In the English classroom, the use of Response Journals helps students to identify and develop their ideas for writing, discussion, performances, and media products. Students work independently on many assigned tasks and also have frequent opportunities to work with partners and in groups.

**Overall Course Expectations****Building Reading Skills****Overall Expectations**

By the end of this course, students will:

- BRV.01** • demonstrate the ability to read and respond to a variety of texts;
- BRV.02** • demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including opinion pieces, information paragraphs, textbooks, newspaper reports and magazine stories, and short fiction;
- BRV.03** • demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;
- BRV.04** • use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.

**Building Writing Skills****Overall Expectations**

By the end of this course, students will:

- BWV.01** • 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;
- BWV.02** • 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.

## **Understanding and Assessing Growth in Literacy**

### ***Overall Expectations***

By the end of this course, students will:

- UAV.01** • demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home;
- UAV.02** • demonstrate understanding of their own roles and responsibilities in the learning process;
- UAV.03** • demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning;
- UAV.04** • demonstrate understanding of their own growth in literacy during the course.

Ministry Course Documents can be accessed at:

<http://www.curriculum.org/csc/library/profiles/12/literacy.shtml>

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