INSTITUTE OF CANADIAN EDUCATION

Course Title: OPEN ONTARIO SECONDARY LITERACY COURSE - GRADE 12

Course Name: Ontario Secondary School Literacy Course

Course Code: OLC4O

Grade: 12

Course Type: Open

Credit Value: 1.0

Curriculum Policy Document: *The Ontario Curriculum, Grades 9–12: English; Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*

Course Developer: Institute of Canadian Education

Department: English

Development Date: 2025

Department Head: Ali Khan

Most Recent Revision Date: August 2026

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.

Eligibility requirement: 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 EXPECTATION

Unit	Title	Description	Time
1	Reading and Writing Fundamentals	Students develop essential reading and writing skills, including skimming, scanning, identifying main ideas, making inferences, and planning, drafting, revising, and editing texts.	**26 hours**
2	Exploring a Variety of Texts	Students analyze informational, narrative, and media texts, considering purpose, audience, bias, and point of view. They respond using summaries, discussions, and textual evidence.	**26 hours**
3	Workplace Communication	Students develop practical workplace literacy skills through career research, job applications, résumés, cover letters, interviews, presentations, and professional communication.	**25 hours**
4	Reviewing and Applying Key Literacy Skills	Students consolidate reading, writing, and communication skills through integrated tasks, editing, proofreading, and real-life literacy applications.	**23 hours**
6	Final evaluation	Students demonstrate their OLC4O learning through an integrated literacy task involving reading comprehension, written communication, and oral or media components.	**10 hours**
Total			**110 Hours**

Overall Curriculum Expectations:

A. Reading and writing fundamentals	
A1	When and how do we read?
A2	Reading comprehension strategies
A3	Text features and the main idea
A4	Opinion pieces: Writing the first draft
A5	Opinion pieces: Revising and the final draft
B. Exploring a variety of texts	
B1	Inferring and summarizing
B2	Exploring the news
B3	Exploring the Narrative
B4	Writing Information Paragraphs
B5	Putting It All Together
C. Workplace communication	
C1	Researching and applying for the job
C2	Résumés and cover letters
C3	Workplace vocabulary
C4	Workplace communication
C5	Landing the job
D. Reviewing key concepts	
D1	Revisiting reading strategies
D2	Reviewing summaries and information paragraphs
D3	More news reports
D4	Returning to opinion pieces
E. Course Culminating Activity	

TEACHING AND LEARNING STRATEGIES

Students will experience a variety of learning activities, including:

- **Participation activities**: Course-wide prompts such as *Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position,* and *Course Takeaways* to promote engagement and metacognition.
- **Multimedia presentation**s: Videos, examples, practice questions, simulations, and online quizzes to support understanding.
- **Reflection and application:** Students connect concepts to real-life situations, personal experiences, current events, and their own learning.
- **Individual activities and assignments**: Students work independently at an appropriate pace while receiving ongoing teacher feedback and support.
- **Writing activities:** Brainstorming, outlining, journals, essays, and written reflections help students develop literacy, organization, and critical-thinking skills.
- **Graphic organizers:** Charts, graphs, templates, and visual organizers help students organize and synthesize information.
- **Readings and articles:** A variety of texts and current articles develop reading, analysis, and communication skills while connecting learning to real-world contexts.
- **Exemplars and peer comparison:** Students examine model work and compare different texts and approaches to evaluate and improve their own work.
- **Journals and portfolios:** Students reflect on their progress and maintain collections of work that demonstrate learning and achievement over time.
- **Differentiated support:** Teachers provide accommodations, modifications where appropriate, and flexible learning opportunities to address individual student needs.

Assessment Strategies

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student communication, discussion boards and chat rooms.

ASSESSMENT ACTIVITIES

- End-of-unit reflections
- Diagnostic tests and writing tasks
- Outlining and planning sheets
- Completed templates and graphic organizers
- Editing checklists
- Quizzes
- Written reflections
- Oral presentations and active listening
- Essay writing
- Culminating evaluations

Final Grade
The final grade will be determined as follows (in accordance with Ministry of Education standards):

Term Work Based on evaluations conducted throughout the course.	65%
Summative Evaluation A final evaluation in the form of assignments	25%
Attendance and Participation	10%

Evaluation Breakdown

The final grade will be determined as follows:
● 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
● 25% of the grade will be based on a final evaluation administered at the end of the course. This evaluation does not include a mandatory written exam; it may include in-class written evaluations or other final evaluations such as projects, presentations, and portfolios. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
● 10% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

ATTENDANCE POLICY

Regular attendance and active engagement are important for student success. Attendance and participation are monitored through the school's Learning Management System (LMS).
All online credit courses at ICE are designed to meet or exceed the **minimum 110 hours of instructional time** required for a credit course.
Online instructional time and engagement are monitored through:

- **LMS Engagement:** Students are expected to log in regularly and actively participate in online learning activities. LMS activity records are used to monitor engagement.
- **Biweekly Check-Ins:** Students complete a brief check-in every two weeks to review their progress and engagement. Additional support may be provided when concerns are identified.
- **Post-Unit Quizzes:** Short formative quizzes are completed at the end of each unit to monitor student progress and pacing.
- **Discussion Forums:** Students participate in required unit discussions and peer activities. Participation is monitored based on completion and engagement.
- **Instructional Records:** The school maintains records of instructional time, attendance, and student engagement.

Students are responsible for maintaining regular participation and completing required learning activities within the course schedule.

EVALUATION MODEL – 10% TOTAL ATTENDANCE AND ENGAGEMENT WEIGHT

Component	Weight	Quantifiable Metric	Criteria
Biweekly Check-In	3%	Completed every two weeks	Students complete the required check-in within the scheduled time frame.
Post-Unit Formative Quiz	4%	Completed after each unit	Students complete the formative quiz by the assigned deadline.
Discussion Forum Participation	3%	Required posts and responses	Students submits the required original response and completes assigned peer responses.

CONSIDERATIONS FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS
Teachers support all students through evidence-based instruction, Universal Design for Learning (UDL), and differentiated instruction, consistent with *Learning for All* (2013). Where applicable, IEP accommodations are implemented in instruction, the learning environment, and assessment. Online learning provides flexibility through extended time, breaks, assistive technology, and opportunities to review course materials.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS
Teachers consider the strengths and needs of English language learners and provide appropriate supports without changing curriculum expectations. Supports may include visual and multimedia resources, simplified instructional language, opportunities to review lessons, extended time, bilingual dictionaries, and feedback that develops academic English.

ENVIRONMENTAL EDUCATION
Environmental education is integrated throughout the curriculum. Students develop knowledge, skills, and responsible attitudes toward environmental issues and apply course concepts to real-world environmental data and situations.

EQUITY AND INCLUSIVE EDUCATION
The course promotes a welcoming, respectful, and inclusive learning environment. Materials and activities reflect diverse cultures, perspectives, identities, and experiences, while assessment practices are fair and designed to reduce bias.

FINANCIAL LITERACY EDUCATION
Students develop skills for informed financial decision-making and apply course concepts to financial contexts. Activities may include interpreting statistics, evaluating financial information, and analyzing data used in advertising and financial reporting.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007). Where appropriate, students engage with accurate and respectful Indigenous perspectives, histories, cultures, contributions, and contemporary issues using appropriate resources.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

ICT is integrated into instruction, learning, assessment, and communication. Students use digital texts, multimedia, simulations, video conferencing, and productivity tools while developing digital citizenship, responsible technology use, source evaluation, privacy awareness, and academic integrity.

CAREER EDUCATION

Students connect course learning with education, career, and life-planning goals. Activities develop transferable skills such as problem-solving, reasoning, communication, and quantitative thinking and highlight connections to postsecondary education and career pathways.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Where appropriate, students may connect course learning with experiential opportunities such as job shadowing, work experience, and cooperative education. These experiences support career exploration and workplace skill development.

HEALTH AND SAFETY

Health and safety are addressed in both learning activities and the online environment. Students are encouraged to practise proper ergonomics, maintain healthy screen-time habits, take regular breaks, and follow school expectations for safety, privacy, respectful conduct, and well-being.

ACCOMMODATIONS

Accommodations are determined through consultation with parents/guardians, teachers, administration, and relevant educational assessments. They may include:

- **Instructional accommodations:** varied teaching strategies, presentation methods, organization, technology, and multimedia.
- **Assessment accommodations:** additional time, alternative response formats, or oral responses where appropriate.
- Step-by-step instructions and organizational supports.
- Writing organizers and planning tools.
- Scribe or note-taking support when required.
- Flexible reading and writing options.
- Advance access to reading materials when appropriate.

Required Software, Equipment, Textbooks

Texts & Resources:

- Ontario-approved English and Literacy texts covering reading comprehension, writing, media studies, and workplace communication
- Supplementary readings and media: articles, news reports, opinion pieces, narratives, and multimedia content relevant to Canadian and global contexts
- Teacher-provided materials: worksheets, guided reading exercises, primary source documents, writing templates, and practice activities for reading, writing, and communication

Digital Resources and Software:

- Google Drive or equivalent cloud storage for file sharing, collaboration, and assignment submission
- Microsoft Office Suite or Google Workspace (Word, PowerPoint, Excel, Google Docs, Slides) for written assignments, presentations, and integrated tasks
- Internet access for research, online articles, and educational media platforms (news websites, literacy databases, or approved educational resources)

Teacher Considerations / Accommodations (as per Ministry guidelines):

- Use of assistive technology such as text-to-speech, speech-to-text, or screen readers for students requiring support
- Flexible submission formats including typed documents, scanned handwritten work, slides, or video/audio presentations
- Instruction and assessment strategies tailored to individual learning needs while maintaining curriculum expectations
- Support for the development of **reading, writing, and communication skills** across multiple contexts (informational, narrative, and workplace texts)

Tips for Success – OLC4O

Welcome to OLC4O: Grade 12 Ontario Secondary School Literacy Course

Welcome! This course will help you strengthen essential literacy skills such as reading comprehension, writing for different purposes, analyzing texts, and communicating ideas clearly. You will develop skills in reading, writing, media literacy, and workplace communication, which are essential for everyday life, postsecondary pathways, and the workplace.

Stay Organized

- Review the course schedule regularly and complete all assignments, reading responses, writing tasks, projects, and quizzes on time.
- Carefully read instructions and rubrics; use checklists to ensure all steps, ideas, and formatting are complete and accurate.

Ask for Help

- For technical issues, contact the Help Desk.
- For course-related questions, email your teacher; expect a response within 24 hours. Mark emails as “URGENT” if needed.

Key Elements to Success

- **Time Commitment:** Plan for 1–2 hours of focused study each day, plus additional time for reading, writing, and analyzing texts.
- **Communication:** Maintain regular contact with your teacher for guidance, clarification, and feedback.
- **Engagement:** Stay curious, persistent, and attentive. Active participation, thoughtful reading, and regular practice in reading and writing are essential for mastering OLC4O concepts.

Remember: This course is designed to help you read critically, write clearly, communicate effectively, and apply literacy skills in real-world situations. Approach all activities thoughtfully, accurately, and with confidence in your ability to learn and succeed.