

# **ENGLISH:**

## **OVERVIEW OF THE PROGRAM**

The English program in Grades 9 to 12 includes ***compulsory courses*** and ***optional courses***.

The compulsory courses emphasize strong core competencies in listening, speaking, reading, writing, viewing, and representing. As part of their program in Grades 9 and 10, students must take one compulsory course in English in each grade. Students choose between course types on the basis of their interests, achievement, and postsecondary goals.

### **GRADE 9 & 10:**

***Academic courses*** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

***Applied courses*** focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

***Open courses*** are designed to prepare students for further study in the subject, and to enrich their education generally. These courses comprise a set of expectations that are appropriate for all students.

### **GRADE 11 & 12:**

***University preparation courses*** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

***University/college preparation courses*** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

***College preparation courses*** are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to specific apprenticeship or other training programs.

***Workplace preparation courses*** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to many apprenticeship or other training programs.

***Open courses*** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in

society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

***The Literacy Requirement for the OSSD.*** All students must meet a literacy requirement in order to graduate. The standard way of meeting the requirement is to write and pass the Ontario Secondary School Literary Test (OSSLT), normally in Grade 10. Students who do not pass the OSSLT on the first attempt may meet the literacy requirement either by rewriting and passing the test or by successfully completing the Ontario Secondary School Literacy Course (OSSLC), normally in Grade 12. *The credit earned for this course may be used to meet the Grade 11 or Grade 12 compulsory credit requirement in English.*

## **STRANDS IN THE ENGLISH PROGRAM:**

- 1. Oral Communication**
- 2. Reading and Literature Studies**
- 3. Writing**
- 4. Media Studies**

## **ASSESSMENT & EVALUATION**

### **Assessment for/as/of Learning**

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”.

As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All assessments and evaluations in the English & Modern Languages are tied to the curriculum and policy documents mandated by Ontario’s Ministry of Education. Specifically, the achievement chart sets out the direction of all assessment.

The **achievement chart** that follows identifies **four categories of knowledge and skills** in English. The achievement chart is a standard province-wide guide to be used

by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are described as follows:

**1. Knowledge and Understanding**

- Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

**2. Thinking**

- The use of critical and creative thinking skills and/or processes, as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)

**3. Communication**

- The conveying of meaning through various text forms.

**4. Application**

- The use of knowledge and skills to make connections within and between various contexts.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

## **FRENCH:**

### **OVERVIEW OF PROGRAM**

The study of French is an important part of the secondary school curriculum. French is not only one of Canada's two official languages but is also widely used around the world.

Knowledge of a second language is valuable for a number of reasons. Through learning a second language, students strengthen their first-language skills, enhance their critical and creative thinking abilities, and increase their understanding of other cultures. In addition, the ability to communicate in another language provides students with a distinct advantage in a number of careers, both in Canada and internationally.

The primary goal of FSL programs in Ontario is to increase, within realistic and well-defined parameters, a student's ability to use French effectively. The programs enable students to better understand the stages of language learning and the use of language learning strategies in order to become proficient second-language learners. All programs emphasize the development of listening, speaking, reading, and writing skills through the use of a contextual approach and a variety of authentic resources.

There are three FSL programs in Ontario – Core, Extended, and Immersion. School boards must offer a Core French program. The offering of Extended French and French Immersion programs by school boards is optional.

The three FSL programs are designed to provide students with different levels of intensity in the development of students' French-language knowledge and skills, as follows:

**Core French.** Students are taught French as a subject. At the secondary level, academic, applied, and open courses are offered in Core French in Grades 9 and 10; university preparation and open courses are offered in Grades 11 and 12.

**Extended French.** Students are taught French as a subject, and French serves as the language of instruction in at least one other subject. At the secondary level, there are academic courses in Extended French in Grades 9 and 10, and university preparation courses in Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are for FSL courses; three are for other subjects in which French is the language of instruction. Schools may grant a certificate in Extended French if the student fulfils these requirements.

**French Immersion.** Students are taught French as a subject, and French serves as the language of instruction in two or more other subjects. At the secondary level, there are academic and applied courses in French Immersion in Grades 9 and 10, and university preparation and open courses in Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are for FSL courses; six are for other subjects in which French is the language of instruction. Schools may grant a certificate in French Immersion if the student fulfils these requirements.

Generally, the program a student selects at the secondary school level is determined by the total number of hours of French instruction accumulated by the end of Grade 8 (a minimum of 600 for Core French, a minimum of 1260 for Extended French, and a minimum of 3800 for French Immersion). The principal has the right to permit individual students to enrol in a course for which they may not have the entrance requirements if they have achieved the necessary language competence through other means.

One FSL credit (110 hours) from any of the three programs is compulsory for secondary school graduation.

For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each course are those outlined in the English-language curriculum policy documents. It is recognized that expectations in these

subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.

## **STRANDS**

1. Listening
2. Speaking
3. Reading
4. Writing

## **ASSESSMENT & EVALUATION**

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As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All assessments and evaluations in the English & Modern Languages are tied to the curriculum and policy documents mandated by Ontario’s Ministry of Education. Specifically, the achievement chart sets out the direction of all assessment.

The **achievement chart** that follows identifies **four categories of knowledge and skills** in English. The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills for the FSL curriculum, the criteria for each category are as follows:

## **1. Knowledge and Understanding**

- knowledge of content
- understanding of content

## **2. Thinking**

- use of planning skills
- use of processing skills
- use of critical/creative thinking processes, skills, and strategies

## **3. Communication**

- expression and organization of ideas and information in oral, visual, and/or written forms
- communication for different audiences and purposes in oral, visual, and/or written forms
- use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms

## **4. Application**

- application of knowledge and skills in familiar contexts
- transfer of knowledge and skills to new contexts
- making connections within and between various contexts

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

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**If you have any questions please direct them to Mr. Joseph Longo,  
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