

## **OLC40– The Ontario Secondary School Literacy Course (OSSLC), Grade 12**

### **GENERAL INFORMATION**

**Name of School:** Rosedale Academy

**Department:** English

**Course Developers:** Alice Chan, Alevtina Lapiy

**Development Date:** March 2019

**Revision Date:**

**Course Title:** The Ontario Secondary School Literacy Course (OSSLC), Grade 12

**Grade:** 12

**Course Type:** University Preparation

**Course Code:** OLC40

**Credit Value:** 1

**Curriculum Policy Document:** The Ontario Curriculum English: The Ontario Secondary School Literacy Course (OSSLC), Ministry of Education 2003

**Prerequisite:** A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC)

## **COURSE DESCRIPTION**

To participate fully in twenty-first century society, today's students need to know how to use language both skillfully and confidently. The Ontario curriculum recognizes the central importance of reading and writing skills across the curriculum and in everyday life, preparing students for the literacy demands they will face in their post-graduation endeavours. To ensure competencies in reading and writing that they will need to succeed at school, work, and in their personal lives, Ontario students must demonstrate those skills as a requirement for graduation. In OLC40, students will read a variety of informational, narrative, and graphic texts and produce written pieces such as summaries, informational paragraphs, opinion pieces, and news reports. Students will also compile a reading and writing portfolio containing samples of their best work in the course.

OLC40 has been developed to help students who have been unsuccessful on the Ontario Secondary School Literacy Test meet the graduation requirement for the Ontario Secondary School Diploma.

## **OVERALL EXPECTATIONS**

### **Building Reading Skills**

1. Demonstrate the ability to read and respond to a variety of texts;
2. Demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including information paragraphs, opinion pieces, textbooks, newspaper reports and magazine stories, and short fiction;
3. Demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;
4. Use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.

### **Building Writing Skills**

1. 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;
2. 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**

1. Demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home;
2. Demonstrate understanding of their own roles and responsibilities in the learning process;
3. Demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning;
4. Demonstrate understanding of their own growth in literacy during the course.

## OUTLINE OF COURSE CONTENT

	Name of Unit	Time Allocated in Hours
Unit 1	Reality	22 Hours
Unit 2	Representation	23 Hours
Midterm report cards		
Unit 3	Truth	22 Hours
Unit 4	Life	24 Hours
Final report cards		
	TOTAL	91 Hours

## TEACHING / LEARNING STRATEGIES

The strategies used are varied to meet the needs and the range of learning styles encountered and they include the following:

Oral	Reading	Writing	Common to all strands
Class Discussion	Journal Responses	Research	Self-Assessment
Brainstorming	Vocabulary Acquisition Strategies	Note-Taking	Extra Independent Practice
Verbal and Non-Verbal Cues	Text/World/Self Connections	Brainstorming/ Concept Mapping	Reflective Activities
Audio-Visual Presentations	Evaluating Sources	Researching and Synthesizing	Co-Operative Shared Learning
Understanding Main Ideas	Text Annotations	Drafting	Test
Teacher Demonstration	Inferencing	Peer revising	Assignment
Think/Pair/Share	Independent Reading	Forum Discussion	Direct Instruction
Talking Circle	Anticipation Guides	Peer Feedback	Group Work
Podcast	Guided Reading	Self-Revising	Finding Specific Details
Reading Out Loud	Modeling	Self-Editing	Reciprocal Teaching
	Scanning/Skimmming	Proofreading	Mnemonic Devices
	Making predictions	Learning Journal	Decision-Making Models

	Reading Portfolio	Writing Portfolio	Exit Card
		Note to Future Self	
		Free Write	

## STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods.

Assessment as Learning	Assessment for Learning	Assessment of Learning
<b>Student Product</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forums</li> <li><input type="checkbox"/> Learning Logs</li> <li><input type="checkbox"/> Peer Assessments (rubric)</li> <li><input type="checkbox"/> Practice Worksheets</li> <li><input type="checkbox"/> Assignments (success criteria checklist)</li> <li><input type="checkbox"/> Graphic Organizer (outline)</li> </ul>	<b>Student Product</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Pre-Skills Checks</li> <li><input type="checkbox"/> Quizzes</li> <li><input type="checkbox"/> Peer feedback (rubric)</li> <li><input type="checkbox"/> Self-feedback</li> <li><input type="checkbox"/> Practice Worksheets</li> <li><input type="checkbox"/> Graphic Organizer (outline)</li> </ul>	<b>Student Product</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments (rubric)</li> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Unit Tests (rubric)</li> <li><input type="checkbox"/> Final Exam (rubric)</li> </ul>
<b>Observation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class discussions</li> <li><input type="checkbox"/> Self-proofreading</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussions</li> <li><input type="checkbox"/> Group work</li> </ul>	<b>Observation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests (rubric)</li> </ul>
<b>Conversation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Small Group Discussions</li> <li><input type="checkbox"/> Pair work</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences</li> <li><input type="checkbox"/> Small group discussions</li> <li><input type="checkbox"/> Pair work</li> <li><input type="checkbox"/> Peer-feedback</li> <li><input type="checkbox"/> Peer-editing</li> </ul>	<b>Conversation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests (rubric)</li> </ul>

## FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English.

Term work will be 70% of the overall grade for the course;

The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

## Achievement Categories

Knowledge and Understanding: 20%

Thinking/Inquiry: 25%

Communication: 30%

Application: 25%

## Achievement Chart

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement

Percentage Grade Range	Achievement Level	Summary Description
<b>80–100%</b>	Level 4	An outstanding level of achievement. Achievement is above the provincial standard.
<b>70–79%</b>	Level 3	A high level of achievement. Achievement is at the provincial standard.
<b>60–69%</b>	Level 2	Moderate level of achievement. Achievement is below but approaching the provincial standard.
<b>50–59%</b>	Level 1	A passable level of achievement. Achievement is below the provincial standard.
<b>Below 50%</b>	Level R	Insufficient achievement of curriculum expectations. Credit will not be granted.

## RESOURCES REQUIRED BY THE STUDENT

OLC4O Online Course of Study

## PROGRAM PLANNING CONSIDERATION

### Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
<b>Discussion forums</b>	Whole class discussion (written)	Creates a record of each student's contributions
<b>Group activities</b>	Small group collaboration and discussion (written)	Encourages student participation; creates a record
<b>Live sessions</b>	Teacher leads the lesson with students as a class	Observations of whole class and individual students
<b>Workshop</b>	Students submit work for peer assessment to Moodle.	Promotes assessment as learning
<b>Peer Teaching</b>	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective
<b>Journals</b>	Students reflect on their learning from beginning to the end of the lesson.	Improves students' critical inquiry and reflective thinking skills about the concepts learned within the course
<b>Learning Modules</b>	Students explore content in an interactive manner with built-in assessments as they progress.	Students can navigate content at their own pace and assess their own learning along the way.
<b>Interactive online quizzes</b>	Individual or class exploration of concepts relating to the curriculum.	Allows hands-on exploration and self-assessment as an alternative learning strategy.
<b>Assignments and Projects</b>	Students submit their work for assessments on Moodle	Provides an opportunity to present own ideas in written forms
<b>Databases</b>	Students upload words, phrases, files, surveys, etc. to the database for peer assessment, presentation, or research.	Student-centered data, peer assessment (as learning)
<b>Glossary</b>	Vocabulary reference	Allows students to reference key course vocabulary and make contributions to help other students
<b>Online Dictionary</b>	Vocabulary reference	Allows students to reference key course vocabulary and make contributions to help

		other students
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### English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

### Career Education

This course includes many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. It provides literacy skills necessary for English workplaces and further academic achievement. Many of the projects within the course are examples of authentic assessment and connect with real jobs where literacy skills are necessary. The course allows students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. By engaging in these projects, students can determine how English language skills play a role in their future career.

### Academic Integrity

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers frequently meet online with their students
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in the school calendar.

### Late and Missed Assignment

Rosedale Academy provides a flexible, self-paced learning opportunity, which allows independent students to proceed through each course at their own speed. Students may submit any assignment from any unit while he or she is enrolled in this course. Assignments will not be accepted once the student's enrolment period has ended. Students must complete and submit all course requirements prior to booking their final exam. Course requirements include but are not limited to: assignments, tests, and learning log. Campus students

follow a course timeline with pre-set due dates for submitting assignments. Missed/Late assignment policies will be enforced as needed.