

OLC40 – Ontario Secondary School Literacy Course

GENERAL INFORMATION

Name of School: Rosedale Academy

Department: English

Course Developer: Bryan Thompson

Development Date: Dec 1, 2014

Revised by: Lakshmi Priya

Revision Date: June 1, 2019

Course Title: Ontario Secondary School Literacy Course

Grade: 12

Course Type: Open

Course Code: OLC40

Credit Value: 1

Curriculum Policy Document: The Ontario Secondary School Literacy Course, Grades 12, Ministry of Education 2003

Prerequisite: N/A

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.

PART OVERALL EXPECTATION

Building Reading Skills:

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:

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:

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.

OUTLINE OF COURSE CONTENT

	Name of Unit	Time Allocated in Hours
Unit 1	Informational Texts	27
Unit 2	News Reports	23
Midterm Point		
Unit 3	Graphics and Media	20
Unit 4	Narrative Texts	27
Unit 5	Portfolio Improvement	10
	Final Exam	3
	Total	110 hours

TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies will be used in this course to meet the needs of a diverse range of learners.

Reading

Journal Responses
Graphic Organizers
Reading Guides
Independent Reading
Media Analysis Guides
Text Annotation
Vocabulary Acquisition Strategies

Writing

Using Writing Guides
Brainstorming / Concept Mapping
Using Graphic Organizers in Writing
Writing Outlines
Opinion Writing
News Paper Article Writing
Peer Revision

Learning Strategies

Self-Assessments
Personal Reading Habits Improvements
Reflective Activities

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> Journals/Letters/Emails (checklist) Learning Logs (anecdotal) Entrance tickets Exit tickets 	Student Product <ul style="list-style-type: none"> Assignment Journals/Letters/Emails (checklist) Quizzes (scale/rubric) Rough drafts (rubric) Portfolios (rubric) 	Student Product <ul style="list-style-type: none"> Assignment Journals/Letters/Emails (checklist) Tests (scale/rubric) Exam

<ul style="list-style-type: none"> Peer Assessment 	<ul style="list-style-type: none"> Posters (rubric/scale) Graphic organizers (scale) Peer feedback (anecdotal/checklist) Essays (rubric) Entrance ticket 	<ul style="list-style-type: none"> Rough drafts (rubric) Portfolio (rubric) Posters (rubric/scale) Graphic organizers (scale) Reports (rubric) Essays (rubric) Presentations Individual Project
Observation <ul style="list-style-type: none"> Whole class discussions (anecdotal) Self-proofreading (checklist) 	Observation <ul style="list-style-type: none"> Class discussions (anecdotal) Presentations (rubric) Performance tasks (anecdotal/scale) 	Observation <ul style="list-style-type: none"> Presentations (rubric) Performance tasks (anecdotal/scale)
Conversation <ul style="list-style-type: none"> Student teacher conferences (checklist) Small Group Discussions (checklist) Pair work (checklist) Debate (rubric) 	Conversation <ul style="list-style-type: none"> Student teacher conferences Small group discussions (checklist) Pair work (anecdotal) Peer-feedback (anecdotal) Peer-editing (anecdotal) 	Conversation <ul style="list-style-type: none"> Oral Presentation with question and answer session (rubric)

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 the Ontario Secondary School Literacy Course.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

Achievement Categories

Application:	25%	Knowledge and Understanding:	25%
Communication:	25%	Thinking/Inquiry:	25%

Achievement Chart

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

Percentage Grade Range	Summary Description
80–100%	A skillful and effective performance in reading and writing. The student has significantly exceeded the level of literacy required for graduation and earns a credit for the course.
65–79%	Performance that shows considerable skill in reading and writing. The student has exceeded the level of literacy required for graduation and earns a credit for the course.
50–64%	Performance that shows moderate skill in reading and writing. The student has achieved the level of literacy required for graduation and earns a credit for the course.
0–49%	Performance that shows limited reading and writing skills. The student may be approaching the level of literacy required for graduation but cannot be deemed to have met the requirement and does not earn a credit for the course.

RESOURCES REQUIRED BY THE STUDENT

OLC40 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
Discussion forums	Whole class discussion (written)	Creates a record of each student's contributions
Group activities	Small group collaboration and discussion (written)	Encourages student participation; creates a record
Online live sessions	Toronto teacher leads the lesson with students as a class	Observations of whole class and individual students
Databases	Students upload words, phrases, files, surveys, etc. to the database for peer assessment, presentation, or research	Student-centered data, peer assessment (as learning)
Glossary	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
Workshop	Students submit work for peer assessment to Moodle.	Peers assess each others work based on rubrics, etc. Promotes assessment as

		learning
Peer Teaching	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
Padlet	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
Thing link	Annotation of images and text	Allows students to comment and annotate text to improve critical reading skills and complete activities
Journals	Small group discussions using problem solving	Improves students' critical inquiry, and reflective thinking skills about the concepts learned within the course

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 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. 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 hold online live sessions
- 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 section 5.3 of the school calendar.

Late and Missed Assignment

Independent students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace, but all course requirements must be completed prior to writing their final exam.

Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments. Students may request an extension if they are unable to meet a specific due date. Rosedale Academy reserves the right to deny any request. Late or missed assignments are not accepted without a valid reason.