



# Cardinal Leger Secondary School

## English Department



**Course Name:** Ontario Literacy Course

**Course Code:** OLC40

**Ministry Guidelines:** The Ontario Curriculum English Literacy Course (OSSLC) 2003

**Level:** Grade 12 Open

**Course Overview:** 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.)

### **Curriculum Strands and Overall Expectations:**

#### **Building Reading Skills**

By the end of this course, students will:

- demonstrate the ability to read and respond to a variety of texts;
- 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;
- demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies; informational, narrative, and graphic texts.

#### **Building Writing Skills**

- 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;
- 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**

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



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### Learning Skills and Work Habits

E= Excellent G=Good S=Satisfactory N= Needs Improvement

### Evaluation

<b>Term Work</b>	<b>70%</b>
Knowledge and Understanding	25%
Thinking	25%
Communication	25%
Application	25%
<b>Final Assessment</b>	<b>30%</b>
Culminating Task (Course Portfolio)	30%
<b>Course Total</b>	<b>100%</b>

### Missed/Late/Incomplete Assignments

It is the student's responsibility to address missed, late, or incomplete assignments. Students are expected to complete assignments and to adhere to assignment deadlines as follows:

Due Date	10% Penalty Zone	Closure Date
A due date is set by the teacher.	1 school day late – 3% 2 school days late – 6% 3 school days late – 10% Maximum penalty of 10%	Once the closure date has passed, work is considered incomplete and a <b>mark of zero</b> applies.

Responsibility	<ul style="list-style-type: none"> <li>• Fulfills responsibility and commitments.</li> <li>• Takes responsibility for and manages own behavior.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing tasks.</li> <li>• Establishes priorities and manages time</li> </ul>
Independent Work	<ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time to complete tasks.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group.</li> <li>• Builds healthy peer-to-peer relationships.</li> </ul>
Initiative	<ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities.</li> <li>• Approaches new tasks with a positive attitude.</li> </ul>
Self-Regulation	<ul style="list-style-type: none"> <li>• Sets own goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> </ul>

**READING • Types of texts read** The OSSLT requires students to read twelve assigned selections of varying lengths and degrees of challenge on a range of topics. The reading selections include: informational texts narrative texts graphic texts. The emphasis in the test is on informational texts.

• Reading skills demonstrated

Students answer questions designed to measure their skills in understanding and interpreting the texts they have read. They must demonstrate skills in three key areas: understanding directly stated ideas and information; understanding indirectly stated ideas and information; making connections between personal knowledge and experiences and the ideas and information in texts **Reading strategies used** Students are expected to apply the following reading strategies to understand texts: using knowledge of structure and organizational; elements of texts to understand their meaning, purpose and intended audience; using visual features of texts to understand their meaning and purpose; using knowledge and context to understand unfamiliar and technical vocabulary and language used figuratively; using grammatical structures and punctuation to understand meaning

**WRITING • Writing forms used** The OSSLT requires students to produce four pieces of writing, one in each of the following forms: a summary; an information paragraph; an opinion piece ("a series of paragraphs expressing an opinion"); a news report

• **Writing skills demonstrated** The writing tasks are designed to measure students' skills in communicating ideas and information clearly. Students must demonstrate their skills in the following key areas: developing a main idea; providing supporting details; organizing and linking ideas and information; using an appropriate tone for the specified purpose and audience; using correct grammar and punctuation; using correct spelling **CONDITIONS** Students demonstrate literacy skills within the time limits of the test.

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_