



A. Y. Jackson S. S.
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OLC40 The Ontario Curriculum OSSLC , Grade 12, Open

General Course Information

Prerequisite:	**Special Eligibility Requirements** see below
Department:	English/ Literacy
Extra Help:	Available with appointment/ arrangements with teacher
Textbook and Replacement Cost:	TBD, TBD
Eligibility Requirements:	Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

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. 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 literacy portfolio containing a record of their reading experiences and samples of their writing.

The course is divided into **three** strands: *Building Reading Skills*; *Building Writing Skills*; and *Understanding and Assessing Growth in Literacy*. This course also helps students: build confidence, build on oral language and communication skills, and developing reading strategies.

Building Reading Skills

By the end of this course, students will:

- read and demonstrate an understanding of a range of literary, graphical and informational texts;
- demonstrate an understanding of directly and indirectly stated information, and make personal connections based on reading;
- develop and utilize appropriate reading strategies to aid in the understanding of different texts.

Building Writing Skills

By the end of this course, students will:

- use a range of print and electronic sources to gather information and explore ideas for written work;
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on adopting a suitable voice;
- use a variety of organizational techniques to present ideas and information logically and coherently in written work;
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and coherence;
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate.

Understanding and Assessing Growth in Literacy

By the end of this course, students will:

- set learning goals, monitor their improvement in literacy throughout the course, and confer with their teacher about their progress at regular intervals;
- maintain and manage a literacy portfolio containing their reading responses, pieces of writing, and a learning journal in which they record their goal-setting and self-monitoring activities during the course;
- review this portfolio, both during the course and at its end, in order to assess their growth in literacy.

A detailed list of the course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/english12curr.pdf>

Assessment and Evaluation



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To promote student success, ongoing assessment and feedback will be given regularly to the students. A variety of assessment and evaluation strategies will be used in this course, including: frequent diagnostic assessment before the introduction of new learning (e.g., review of the OSSLT Individual Student Report [ISR]; reading and writing interviews; observation of students at work); varied, frequent, targeted, and ongoing feedback about students' work, including teacher-student conferences; multiple opportunities for students to practise skills, demonstrate achievement, and receive feedback before evaluation takes place;

Reading –

Application of Before, During and After, Direct, Indirect and Making Connections skills using a variety of informational, narrative and graphical texts

Writing –

Polished pieces: 1 Summary, 1 Informational Paragraph, 2 Series of Paragraphs Expressing Opinions, 2 News Reports

Metacognition –

Collaborative and individual reflection and assessment of developing literacy skills

Literacy Portfolio –

An in-class portfolio containing all in-progress, assessed and evaluated work

The Literacy Portfolio

In this course, students will maintain and manage a literacy portfolio to demonstrate and help them assess their growth in reading and writing skills throughout the course. Students will use a variety of tools to record and track the range of texts they have read and the writing they have produced in the course. The portfolio will contain all works in progress and all works that have been evaluated, for both reading and writing tasks. The portfolio will also contain a learning journal in which students set goals for improving their reading and writing skills and monitor their learning during the course. Students will polish selected pieces from their portfolios. These final, polished pieces may be used for presentation and display, according to students' own purposes, plans, and goals (e.g., as part of a work-related interview, as part of an application to an apprenticeship or college program).

Students may be guided in their selections by consultations with their teacher in this course, as well as with their subject teachers, teacher-advisers, guidance counsellors, parents, and employers. Students will use all components of the literacy portfolio to review and reflect upon their improvement in reading and writing skills, both during and at the end of the course.

Expectations are organized into four categories of knowledge and skills. The categories and their corresponding weighting is as follows:

Knowledge and Understanding	17.5%
Thinking	17.5%
Communication	17.5%
Application	17.5%

Each student's final mark will be in the form of a percentage grade based on their achievement in the 4 categories on the achievement chart. The breakdown of the final mark is as followed:

Term Evaluation	70%
Final Evaluation	30%

Levels of Achievement in the OSSLC

The levels of achievement for the OSSLC are outlined below. It should be noted that the descriptions of achievement reflect the literacy standards set for the OSSLT. To meet the literacy standard required for graduation, students must demonstrate a moderate level of skill in reading and writing. Students who show limited skill in reading and writing will not pass the course. Note also that the percentage grade ranges in the chart are not aligned with the levels of achievement defined in other curriculum documents.



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Percentage Grade Range	Description of the Level of Literacy Achieved
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.

Note: A mark of 50 per cent represents both a pass in the course and the achievement of the literacy standard required for graduation.

For specific policies on assessment and evaluation, and academic honesty, please refer to *School Procedures* in the student agenda.

Unit Titles and Themes
Units: Titles and Times
1. Reading and Writing for Personal Success 30 hours
2. Community Voices Through Reading and Writing 40 hours
3. Reading and Writing as Community Action 20 hours
4. Demonstrating Success in Reading and Writing