

Sir John A. Macdonald Collegiate Institute Course Outline

Course Name	Ontario Secondary School Literacy Course	Grade	12
Course Code	OLC40	Credit Value	1.0
Pre-Requisite	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.)	Type of Course:	Open

TEXTBOOKS

REPLACEMENT COST (if lost or damaged)

Breakaway	\$ 56.95
Literacy Power (Student Workbook)	\$ 10.95

ADDITIONAL RESOURCES/LEARNING MATERIALS

Newspapers A variety of student and teacher selected books (for silent reading)

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.

Curriculum Strands/Categories (this may differ depending on discipline and level)

Strands: Reading/Writing/Reflection

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts

Assessment and Evaluation of Student Achievement

Learning Skills	Assessment of Learning Skills	Weighting by Strands/Categories	
Responsibility	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)	Reading	30%
Organization		Writing	30%
Independent Work		Understanding and Assessing Growth in Literacy	10%
Collaboration		Culminating	30%
Initiative			
Self-Regulation			

Assessment and Evaluation Strategies:

Journal Reflections; Writing in role; Educational Games; Think/Pair/Share; Debates; Oral Media Creations; Creative Writing; Skits; Visual Arts Creations; Reading Logs; Group and Class Discussions; Interviews, Formal Writing Assignments; Graphic Organizers

The course will be divided into themed units and students will be evaluated on the following tasks throughout various units.

Description	Evaluation Task	Achievement Chart Focus
Building Reading skills	Analyze: -2 narrative texts -4 graphic texts -5 informational texts	Reading KTCA
Building Writing Skills	Write: -1 summary -1 information paragraph -2 series of paragraphs -2 news reports	Writing KTCA
Understanding and Assessing Growth in Literacy	-Reading journal summaries -Portfolio Exercises -Reflections on learning	Reading and Writing KTCA
Culminating Activity: Demonstrating Success in Reading and Writing	-Teacher-Selected Text – Content Test -Teacher-Selected Topic – Summary -Teacher Selected Topic – Information Paragraph -Write a series of paragraphs assessing growth in reading and writing	Reading and Writing KTCA

Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4/L4+ L4 LL4/L4-	95 – 100 87 – 94 80 – 86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3/L3+ L3 LL3/L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2/L2+ L2 LL2/L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1/L1+ L1 LL1/L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

CALCULATION OF FINAL MARK

→ 70% for evaluations conducted throughout the course

→ 30% for a Culminating Activity – the C/A will occur in the final 6 weeks of the course