



OLC40

Course Outline

Ontario Secondary School Literacy Course (OLC40)

W. Ross Macdonald School

Credit: 1.0

Teacher: Mr. Huffman

Policy Documents

[Curriculum Document](#)

[Growing Success](#)

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.

The course is organized into the following areas:

Building Reading Skills

The Reading strand of the OSSLC is designed to help struggling readers to learn and use effective strategies to understand a range of texts. It requires students to read and respond to a variety of informational texts (e.g. opinion pieces, information paragraphs, textbooks), narrative texts (e.g. newspaper reports, magazine stories, short fiction), and graphic texts (e.g. tables, line graphs and bar graphs, schedules). Students will have numerous opportunities to learn appropriate reading strategies and use them to understand directly and indirectly stated ideas and information in texts, and to make connections between personal knowledge or experience and the ideas and information in texts.

Building Writing Skills

To help students develop into competent writers, the Writing strand of the OSSLC requires them to produce a variety of forms of writing for school and other real-life purposes, including summaries, information paragraphs, opinion pieces (series of paragraphs expressing an opinion), and news reports. Students will use the writing process and their knowledge of the conventions of text forms to organize ideas for writing, to develop main ideas and provide supporting details, to match tone and language to purpose and audience, and to use grammar, punctuation, and spelling correctly.

Understanding and Assessing Growth in Literacy

Students will set learning goals, monitor their improvement in literacy throughout the course, and confer with their teacher about their progress at regular intervals. Students will also 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.

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning (not just assigning a grade). It is an ongoing process and students will be given a variety of different opportunities to demonstrate their learning across all four categories of the achievement chart (Knowledge, Thinking, Communication, Application). This may include daily class work, group work, journals, oral responses, portfolios, student/teacher conferencing and independent work/tests. In order for students to meet their learning goals, they will learn to use success criteria to critically evaluate their own work and will receive feedback from teachers and peers.

A final grade will assigned based the following:

Summative Assessment Tasks (70% of final grade)

Summative evaluation given to assignments, tests, quizzes, and projects during the year.

Final Summative Assessment Tasks and/or Culminating Activities (30% of final grade)

Learning Skills and Work Habits

The following learning skills will be assessed throughout the year: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation.

Performance will be evaluated by the following categories: Excellent, Good, Satisfactory, Needs Improvement.

Deadlines and Late Assignments

Students are responsible for completing all assignments by the assigned due date and making alternate arrangements for missed evaluations.

Homework

Homework may include practice of skills taught in class, preparation or extension of in-class work. Consistent homework completion is essential for student success and it is my expectation that it be completed.

Academic Honesty

Students are responsible for being academically honest in all aspects of their schoolwork.

Rules and Expectations

Regular attendance and punctuality are expected, as they contribute to success at school and are important requirements in the workplace. The classroom is ours, not mine, not yours. Respect your classmates, the instructor and the equipment in the classroom.