

GERALDTON COMPOSITE HIGH SCHOOL
2011-2012
Ontario Literacy Course, Grade 12, Open (OLC40) – COURSE OUTLINE

Teacher: Mr. S. Wilson

September 2011 –February 2012

September 2011

Dear Parent/Guardian:

I am your child's teacher for the Grade Twelve Ontario Literacy course and I wanted to make you aware of some classroom and school-wide policies. I have included some day-to-day housekeeping issues below so that you are aware of my expectations. Please take the time to go over this course outline with your son or daughter to ensure they understand the requirements outlined below.

The purpose of this course is to provide students an opportunity to demonstrate the necessary skills to fulfill the literacy requirements that are required for an Ontario Secondary School Diploma. The course is based on essential literacy skills and components of the actual literacy test. It is therefore important for students to attend regularly and complete course assignments as this course is required for students to graduate.

Students are expected to be on time for class, with all required books and materials, ready for the day's work. Students may be counseled as to the importance of being on time for class, may serve detentions and will be required to catch up on missing work. In addition, classroom privileges may be removed.

The first Progress Report will be in early March followed by a Parent's Night. At this time I will indicate how your child's progress is in each of the four Achievement Categories by providing them with a level along with a report on Learning Skills.

The Midterm Report Card will be sent home in mid-May, which will be comprised of a mark, along with another report on Learning Skills. The second Progress Report will follow in late May.

If you have any questions at all during the semester regarding your son or daughter's progress, please feel free to call me at the school at 854-0130. I am very interested in keeping parents/guardians informed of their child's progress.

In addition I invite you and your child to regularly visit the class website, www.wilsonteacher.ca to find copies of assignments, a calendar and resources to assist with the course.

Thank you in advance for your cooperation.

Mr. S. Wilson.

Student Signature

Parent/Guardian Signature

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Curriculum Policy: The Ontario Curriculum: English, 2000

Prerequisite: Unsuccessful attempt(s) with OSSLT

Credit Value: 1.0 and OSSLT

Eligibility: 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.

Rationale:

The Ontario Secondary Schools Literacy Course (OSSLC) is an alternative way for students to demonstrate the provincial literacy skills required for graduation. Successful completion of the course demonstrates that students have achieved the reading and writing skills required by the OSSLT. Just as important is the opportunity the course allows students to improve their reading and writing skills as a foundation for building and refining the literacy skills they required in their postsecondary destinations.

Text *Literacy Power H*, Gage Learning

Text: *Reading and Writing for Success*, Harcourt

Novel: *Crabbe*, William Bell

Stories: Selected *Readers Digest* stories

- Additional resources and materials will be used throughout the course from a variety of sources including print, video and the Internet.

Assessment and Evaluation:

Reading 35%

Writing 35%

Final Evaluation 30%

Students will be assessed and evaluated through in-class assignments, variety of writing and writing activities, quizzes and tests, oral discussions/presentations, rubrics, culminating activities and classroom observation.

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Overview of Achievement Chart:

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 exceeded the level of literacy required for graduation, and earns a credit for the course.
50 – 64%	Performance 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 learn a credit for the course.

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

Overview of Course:

The following is a list of study areas in this course and the overall expectations that students should achieve by the end of this course.

1. Oral Communication

- **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

2. Reading and Literature Studies

- **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, graphic, and literary texts, using a range of strategies to construct meaning
- **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- **Reading with Fluency:** use knowledge of words and cueing systems to read fluently
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

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3. Writing

- **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience
- **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, graphic, and literary forms and stylistic elements appropriate for the purpose and audience
- **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

4. Media Studies

- **Understanding Media Texts:** demonstrate an understanding of a variety of media texts
- **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

LEARNING SKILLS:

The Ontario Ministry of Education outlines learning skills that students are evaluating on throughout the year.

<i>Learning Skill</i>	<i>Sample Behaviour</i>
Responsibility	The student: <ul style="list-style-type: none">• fulfils responsibilities and commitments within the learning environment;• completes and submits class work, homework, and assignments according to agreed-upon timelines;• takes responsibility for and manages own behaviour.
Organization	The student: <ul style="list-style-type: none">• devises and follows a plan and process for completing work and tasks;• establishes priorities and manages time to complete tasks and achieve goals;• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: <ul style="list-style-type: none">• independently monitors, assesses, and revises plans to complete tasks and meet goals;• uses class time appropriately to complete tasks;• follows instructions with minimal supervision.

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Collaboration	The student: <ul style="list-style-type: none">• accepts various roles and an equitable share of work in a group;• responds positively to the ideas, opinions, values, and traditions of others;• builds healthy peer-to-peer relationships through personal and media-assisted interactions;• works with others to resolve conflicts and build consensus to achieve group goals;• shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: <ul style="list-style-type: none">• looks for and acts on new ideas and opportunities for learning;• demonstrates the capacity for innovation and a willingness to take risks;• demonstrates curiosity and interest in learning;• approaches new tasks with a positive attitude;• recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student: <ul style="list-style-type: none">• sets own individual goals and monitors progress towards achieving them;• seeks clarification or assistance when needed;• assesses and reflects critically on own strengths, needs, and interests;• identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;• perseveres and makes an effort when responding to challenges.

This evaluation will be in the form of a letter designation as follows:

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

Unit Titles and Sequencing:

Unit One	Reading and Writing for Personal Success	30 hours
Unit Two	Community Voices Through Reading and Writing	40 hours
Unit Three	Reading and Writing as Community Action	20 hours
Unit Four	Demonstrating Success in Reading and Writing	20 hours

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Specific Expectations:

- **Preparedness.** Students are expected to maintain an organized binder and notes. Students are also expected to be on time for class with all required books, materials and pens, ready for the day's work. Students may be responsible for making up time lost due to lateness in the form of detentions. Students who are habitually late will have classroom privileges revoked.
- **Absences.** A student returning to class after any absence is expected to have an admit slip issued by the attendance office prior to the start of class. Exceptions are given due to school-related events, no buses due to weather or absences authorized by an outslip.
- **Silent Reading.** Students are required to read a **novel** for the in-class silent reading component of this course. The reading material is the student's choice but must be appropriate for the class. This choice must be brought to class every day. Students may borrow books from the class library subject to the approval of the teacher. Students will be writing responses to their reading throughout the semester.
- **Students who miss class are expected to get that day's assignment from another student or the teacher on their own.** If you know that you are going to be away, let me know in advance to avoid problems.
- **Late Assignments.** Students are given a fair and reasonable amount of time to complete assignments. Major assignments will be assigned a due date and a closure date, which occurs three days after the due date. This will be the final date that assignments may be submitted for assessment. If you find your schedule is busy or you need extra help see me sooner than later.
- **Plagiarism.** Familiarize yourself with the school's Plagiarism Policy. I do check student work on a regular basis and plagiarism will at the very least result in a zero on a plagiarized assignment *even if it is just one paragraph!*

I look forward to a productive and good term for all of us. If you have any questions at all during the semester regarding the course or your progress, please feel free to call me at the school at 854-0130 or make an appointment to see me.

You are encouraged to regularly visit the class website at www.wilsonteacher.ca for extra copies of assignments, useful links and contact information should you need assistance on course work outside of class time.

Sincerely,

Mr. S. Wilson