

GERALDTON COMPOSITE HIGH SCHOOL
2008-2009
English, Grade 12, Literacy (OLC 40) – COURSE OUTLINE

Teacher: Mr. S. Wilson

February 2009 – June 2009

Curriculum Policy: The Ontario Curriculum: English, 2000

Prerequisite: Two Unsuccessful Attempts at 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.

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.

Students will also be evaluated with respect to the following learning skills:

- Works Independently
- Teamwork
- Organization
- Work Habits
- Initiative

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

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

Strands:

The course is divided into three strands: Building Literacy Skills; Building Writing Skills; and Understanding and Assessing Growth in Literacy.

Unit Titles and Sequencing:

	<i>Unit Title</i>	<i>Timeline</i>
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

Specific Expectations:

- **Preparedness.** Students are expected to maintain a binder and notes organized according to their teacher’s instructions and will be checked regularly. Students are also expected to be on time for class with all required books, materials and pens, ready for the day’s work. Students arriving late, (more than 20 minutes) are expected to get a late slip from the office. Students may be responsible for making up time lost due to lateness in the form of detentions. Students who are habitually late will be subject to the school’s late policy.

- **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.** As literacy is a focus of this course, it is important for students to read on a regular basis. As such, students are required to bring in 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 book-borrowing agreement and the approval of the teacher.
- **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 your progress, please feel free to call me at the school at 854-0130 or make an appointment to see me.

In addition, students are recommended to regularly visit the course website, www.wilsonteacher.ca to find copies of assignments, schedules and resources to assist with the course.

Sincerely,

Mr. S. Wilson