

**St. Clair Catholic District School Board  
Student Information Sheet**

Grade: **12**  
Course Code: **0LC 400**  
Course Type: **The Ontario Secondary School Literacy Course (OSSLC)**  
Credit: **One**  
Prerequisite: **Students eligible to write the OLLST at least twice and who have been unsuccessful at least once.**  
School: **Ursuline College Chatham**  
Department: **English**  
Program Head **Ms. N. Foster**

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**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 requirements 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.

**How this course supports the Ontario Catholic Graduate Expectations:**

Though the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.

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## 1. Overall Expectations for Student Learning:

Through this course, students will be expected to demonstrate knowledge, skills and values related to the following strands:

Strand: Building Reading Skills	Strand: Building Writing Skills	Strand: Understanding and Assessing Growth in Literacy
<ul style="list-style-type: none"> <li>demonstrate the ability to read and respond to a variety of texts;</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks;</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate understanding of the importance of communication skills in their everyday lives – at school, at work, and at home;</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including information paragraphs, opinion pieces, textbooks, newspaper reports, and magazine stories, and short fiction;</li> </ul>	<ul style="list-style-type: none"> <li>use knowledge of writing forms, and of the connections between form, audience, and purpose to write summaries, information paragraphs, opinion pieces (i.e. series of paragraphs expressing an opinion), news reports, and personal reflections, incorporating graphic elements where necessary and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate understanding of their own roles and responsibilities in the learning process;</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;</li> </ul>		<ul style="list-style-type: none"> <li>demonstrate understanding of the reading and writing process and of the role of reading and writing in learning;</li> </ul>
<ul style="list-style-type: none"> <li>use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.</li> </ul>		<ul style="list-style-type: none"> <li>demonstrate understanding of their own growth in literacy during the course.</li> </ul>

## 2. Expectations: Learning Skills

It is expected that students will also demonstrate the following (this is not intended to be an exhaustive list):

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self Regulation

Learning skills will be assessed accurately and rigorously according to criteria which have been clearly communicated to the student and will be reported separately from student achievement of the curriculum expectations.

The student’s demonstrated learning skills in each course will be evaluated using the four-point scale (E-excellent, G-Good, S-Satisfactory, N-Needs Improvement) and will be separated from the reporting of academic achievement.

### 3. Supports For Higher Learning:

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative Expectations will be outlined in an IEP and will be communicated to parents

### 4. Course Breakdown and Assessment and Evaluation Strategies:

Unit	Unit Title/ Description	Assessment and Evaluation Strategies	Resources
One	Reading and Writing For Personal Success – 30 hours	-diagnostic, reading survey information, summary paragraph, learning journal, conferences, class talk, formative feedback, written feedback, opinion paragraph, etc.	<i>Break Away</i>  <i>Ministry OLC Profile</i>
Two	Community Voices Through Reading And Writing – 40 Hours	-formative: learning journal, news report, writing process, written responses, reading comprehension, summary drafts, polished summary, information paragraph, oral reports, etc.	
Three	Reading and Writing as Community Action 20 hours	-formative, listening checklists, note taking, journal entries, reading comprehension, letter writing, research, etc.	
Four Final Evaluation: Culminating	Demonstrating Success in Reading And Writing – 20 Hours	30% of the final mark is determined in this final culminating unit	

Activities			
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## 5. Key Dates, Special Events and Additional Considerations:

## 6. Teaching/Learning Strategies:

- \*Group Work
- \*Pairs Activities
- \*Whole Class Activities
- \*Lectures
- \*Discussions
- \*Presentations
- \*Other

## 7. Assessment and Evaluation of Student Learning:

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Category	Evaluation
Knowledge/Understanding	25%
Thinking/Inquiry	25%
Communication	25%
Application	25%
Final/Culminating Activities	(Final)
Final Unit	30%
Term	70%

Term: 70%

Final: 30%

Overall: 100%

## 8. Additional Resources:

Refer to the numerous resources included in the Course Profile for the OSSLC.  
Break Away Reading and Writing for Success by Robin Pearson and Debbie Chambers. Oxford 2004  
Moving On Reading Selections for Canadian Students by Christine Straus et. al. Nelson, 2004

## 9. School, Department and Classroom Policies: refer to student handbook

## 10. Students' Responsibilities With Respect to Evidence for Evaluation

Late and Missed Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within **the time frame specified by the teacher.**

**If a student is struggling** with an assignment or is experiencing circumstances which make it impossible to complete an assignment within the specified time frame, he/she should speak to the teacher and **an extension shall be granted and every support will be made for the student's success.**

Students must also understand that if assignments are not completed in the specified time frame because of **lack of responsibility, then marks may be deducted for late assignments** up to and including the full value of the assignment.

**PLAGARISM** is using anyone else's words or ideas and presenting them as your own. This includes the following:

- Downloading
- Copying
- Purchasing
- Cutting and pasting
- Creating fake citations
- Using ideas written by other students or parents

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(Please detach and return.)

**To the student and parent(s)/guardian:**

**We have read and understood this student information sheet.**

**Course Code:**

**Student's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_