

**SOUTH CARLETON HIGH SCHOOL**  
Ottawa-Carleton District School Board

**OLC40: STUDENT OUTLINE**

Grade Twelve, Literacy Course  
Teacher: E. McHale

Credit Value: 1.0 credit

Hours: 110

**Course Overview**

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.

*Reading*

Following extensive practice in reading a variety of texts, students will independently demonstrate for evaluation their understanding of a **minimum** of *two narrative texts, four graphic texts, and five informational texts*. These texts will be teacher-selected, and both the texts and the tasks will be identical for all students in the class.

*Writing*

Following extensive practice with writing in a variety of forms, students will independently produce for evaluation writing on demand, as follows: a **minimum** of *one summary, one information paragraph, two series of paragraphs expressing an opinion, and two news reports*. Topics will be assigned by the teacher, and the tasks will be identical for all students in the class.

***Final Evaluation: 30 Per Cent of the Student's Grade***

For the 30 per cent final evaluation, all students will independently demonstrate the reading and writing skills they have developed in this course and will reflect upon their growth in literacy skills.

**Specific Expectations**

<b>Unit Title</b>	<b>Specific Expectations</b> (Please note these are only some of the expectations per unit)	<b>Approximate Timelines</b>
Reading and Responding to Short Stories and Non-Fiction Short Texts	– demonstrate the ability to read independently for personal, school-related, and career-related purposes  – use knowledge of the organizational structure of information paragraphs to identify the main idea (often in the topic sentence) and supporting details	4 weeks

	<ul style="list-style-type: none"> <li>– describe, orally and/or in writing, personally relevant texts they have read and their responses to them</li> <li>– use appropriate strategies to monitor comprehension when reading informational and narrative texts</li> </ul>	
Reading and Responding to Dialogues and Graphic Texts	<ul style="list-style-type: none"> <li>– demonstrate that they have read a variety of student-selected and teacher-selected texts, including informational, narrative, and graphic texts</li> <li>– use knowledge of the organizational structure (e.g., layout, grid pattern) of a variety of graphic texts (e.g., schedules, tables, graphs, maps, labelled diagrams, site maps, websites) to identify the purpose of the text, locate information, and extract pertinent details;</li> </ul>	3 weeks
Reading and Writing News Reports	<ul style="list-style-type: none"> <li>– construct clear, coherent, and objective <i>news reports</i> that include relevant facts, information, and supporting details, using the five-questions model – Who? What? Where? When? Why?</li> <li>– use pre-writing strategies to generate ideas for writing (e.g., brainstorming; constructing mind maps and semantic webs)</li> <li>– revise drafts to ensure that ideas are presented in a logical order, to discard irrelevant ideas and information, to add details where information is insufficient, and to ensure a tone and level of language appropriate to the audience and purpose, using appropriate strategies</li> </ul>	3 weeks
Writing a Series of Paragraphs Expressing an Opinion	<ul style="list-style-type: none"> <li>– use knowledge of the organizational structure of opinion pieces (e.g., editorials, proposals, short essays in magazines or newspapers) to identify opinions, main ideas or arguments, and supporting details</li> <li>– construct a <i>series of paragraphs, clearly stating an opinion</i> in the opening paragraph and supporting it in subsequent paragraphs with clear, sufficient, and convincing reasons</li> </ul>	4 weeks
Writing Conventions and Grammar	<ul style="list-style-type: none"> <li>– use appropriate strategies to edit written work (e.g., read aloud to detect errors; correct errors using personal checklists of “look-fors”, a shared word/grammar wall, a personal grammar guide, and/or computer spelling and grammar programs) to</li> </ul>	On-going

	<p>achieve accuracy in the use of the conventions of standard Canadian English, including the requirements of grammar, usage, spelling, and punctuation listed below:</p> <p><i>Grammar and Usage</i></p> <ul style="list-style-type: none"> <li>• write complete and correct sentences</li> <li>• use consistent and appropriate verb tense and voice</li> <li>• make verbs agree with subjects</li> <li>• make pronouns agree with their antecedents in number and gender</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>• use knowledge of spelling patterns and rules, and a variety of appropriate resources, to spell correctly (e.g., personal dictionaries, class word walls, sound-based and visual spelling strategies)</li> </ul> <p><i>Punctuation</i></p> <ul style="list-style-type: none"> <li>• use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses</li> </ul>	
Final Evaluation	Various	2-3 weeks

For additional information, please consult the Ontario Curriculum at [www.edu.gov.on.ca/eng/curriculum/secondary/](http://www.edu.gov.on.ca/eng/curriculum/secondary/)

### **Accommodations for Exceptional Students**

The English department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

### **Teaching Strategies**

A variety of instructional methods will be employed ranging from teacher-directed learning to small group collaborative learning. Students will be encouraged to make use of computers and the computer lab for written work and word processing.

### **Resources/Textbooks/Technological Integration**

Nelson Literacy

Various teacher and student selected texts

**Texts:** Damaged or missing texts and equipment must be paid for by the student.

**Evaluation**

<b><u>Final Report:</u></b>		
	Term	70%
	Final Evaluation	30%
	Total	100%
<b><u>Key Evaluation Dates:</u></b>		
Final evaluations will be due within the school's Summative and Evaluation Period between January 5 <sup>th</sup> to January 23 <sup>rd</sup> . Absence from evaluations during these dates must be substantiated with a medical certificate or equivalent documentation as approved by administration.		

More information on South Carleton High School's policy on **Assessment and Evaluation** and on **Academic Integrity** can be accessed on our school website.