

Alexander Mackenzie Secondary School English Department

Lambton Kent District School Board

General Course Information	
Department	ENGLISH
Course Code	OLC 301/401 Ontario Secondary School Literacy Course
Credit Value	1
Prerequisite	Previously Written the Ontario Secondary School Literacy Test
Future Courses	
Textbook	Students <u>may</u> use the following listed texts: Anthologies: <i>BreakAway</i> Workbook: <i>BreakAway</i>
Mission Statement	We are dedicated to providing quality programs for all students in welcoming and safe learning environments.

Course Strands	
Reading	Following extensive practice in reading a variety of texts, students will independently demonstrate for evaluation their understanding of a minimum of <i>two narrative texts, four graphic texts, and five informational texts</i> . 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 <i>one summary, one information paragraph, two series of paragraphs expressing an opinion, and two news reports</i> . Topics will be assigned by the teacher, and the tasks will be identical for all students in the class.

Course Content Outline
<p>Reading:</p> <ul style="list-style-type: none"> • demonstrate the ability to read and respond to a variety of texts; • 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; • demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies; • use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts. <p>Writing:</p> <ul style="list-style-type: none"> • 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; • 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.

Teaching Approaches

The English curriculum is based on the premise that all students can be successful language learners. High-quality instruction will include the following:

- Instruction that is guided by formative assessment that takes into consideration students' strengths and addresses their learning needs.
- Instruction that clarifies the purpose for learning and helps students activate prior knowledge.
- Instruction that is differentiated to meet individual and small group needs.
- Instruction that models learning strategies and encourages students to talk and reflect on their thinking and learning processes.
- Instruction that introduces a rich variety of activities that integrate expectations and provides explicit teaching of knowledge and skills.
- Instruction that provides opportunities for guided and independent practice.
- Instruction that encourages higher-level thinking skills (analysis, synthesis, evaluation).
- Instruction that encourages students to think about fairness, equity, social justice, and citizenship in a global society.

Assessment and Evaluation Strategies

There will be a **FINAL EXAM** at the end of the term worth **30%** of your mark.

The breakdown of your mark for each unit of study and the final exam will be based on your level of achievement. There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in OLC 301/401. You will be given numerous and varied opportunities to demonstrate your level of achievement in the four categories.

The four categories and their values are as follows:

Knowledge/ Understanding 17.5%	<p>Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)</p> <p>Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)</p>
Thinking 17.5%	<p>Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)</p> <p>Use of processing skills (e.g., drawing inferences, interpreting, analyzing, synthesizing, evaluating)</p> <p>Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)</p>
Communication 17.5%	<p>Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms</p> <p>Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms</p> <p>Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms</p>
Application 17.5%	<p>Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) in familiar contexts</p> <p>Transfer of knowledge and skills to new contexts</p> <p>Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)</p>

Learning Skills

Provincial report cards will be marked with each student's performance in the five Learning Skills areas: **Works Independently, Teamwork, Organization, Work Habits/Homework, and Initiative**. A letter grade will be given for each. These Learning Skills will be marked regularly by the teacher. They are an important statistic to understand how well students perform in the class. For each of the Learning Skills, one of the following letters will be given: E = Excellent; G = Good; S = Satisfactory; N = Needs Improvement

How the Course Incorporates Considerations for Program Planning

EDUCATION FOR EXCEPTIONAL STUDENTS

Teachers work collaboratively with special education teachers to meet the needs of exceptional students and to help them learn. High-quality instruction will include the following:

- Instruction that takes into consideration individual learning styles.
- Instruction that is guided by ongoing formative assessment.
- Instruction that addresses the strengths and learning needs of the student.
- Instruction that may include accommodations (additional time, oral rather than written responses, preferential seating, use of technology etc.) or modified expectations (changes in number or complexity of expectations). The student's IEP will reflect the extent to which expectations have been modified.

THE ROLE OF TECHNOLOGY IN THE CURRICULUM

Information and communication technologies significantly extend and enrich teachers' instructional strategies and support students' learning. Such technologies include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.

CAREER EDUCATION

Expectations in English include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Students will acquire the literacy skills needed to meet the demands of a wide array of postsecondary educational programs and careers.