# **OLC 20 Course Outline**

NOTE: Units can be done in any order. For example, select the appropriate season for your On-The-Land unit and do one of the other units first instead if that’s the best order for your local context.

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| Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
| **Unit 1: On-The-Land Experience**AD 2.1, 2.3, 3.1, 4.2, 5.4, 7.2 (Note: Can be done in any order) | Students should either individually or as a group prepare for a land experience (could be as simple as a walk or more complex like an overnight excursion). During the preparation students need to learn and use the appropriate vocabulary while preparing and while on the land. They should be aware of the protocols of the experience, be safe and complete a project where they describe their experience orally or in written form. | 20% |
| **Unit 2: Reading and Writing in My Language**AD 1.3, 3.2, 3.3, 5.1, 5.2, 5.7, 5,8, 6.1, 7.3, 7.4, 7.5, 7.6 | Students should be given frequent opportunities to read new text and to practice out loud to their peers and teacher. Students should apply strategies for reading unfamiliar text. The text should include different tenses, and cultural idioms. Different assignments could include:* Writing 3 language goals for year
* Reading or writing a weather report, letter to a friend, event announcement or social media posts in language
* Writing a short story and sharing it aloud
 | 20% |
| **Unit 3: Interviewing a Speaker**AD 1.1, 5.4, 5.6, 5.7, 6.1, 7.1, 7.2, 7.4  | As a final assessment of this unit students record (either audio or video) an interview with a speaker. They should be prepared with how to introduce themselves and what questions they want to ask the speaker and be prepared for possible answers. They should follow reciprocity protocols. In preparation they should practice the questions they have prepared with their peers and teacher.  | 20% |
| **Unit 4: Sharing My Language**AD 1.2, 2.2, 3.1, 4.1, 4.2, 4.3, 5.3, 7.3, 7.6 | Students need to select a method to share their language skills on social media either orally or in writing, through a video, blog or other form. The sharing must be near or at an advanced level including approximating the pronunciation and by using complex verb tenses.  | 20% |
| **Summative Assessments using Oral/Reading and Writing Proficiency Scales** | At the beginning and end of the course students will be assessed using the Oral, Reading and Writing Proficiency scales. To get into OLC- 30 students need to obtain a 16 on the Oral Proficiency Scale and 14 on the Reading Proficiency Scale. For OLC 20 the classroom teacher may do the assessment, however, for OLC 30 the assessment will be done by someone who is not the teacher, so it is advisable to start this process in earlier grades. | 20% |
| **Total** | **/100%** |

The *Our Languages* curriculum (OLC) is to be used when teaching the languages at the high school level. To get into OLC 20, students need to obtain a level 16 or higher on the Oral Proficiency Scale (OPA). The goal is that, by the end of the semester (or year) of OLC 20, students will be at an Advanced level.

The above units and weighting of assessment are suggestions for teachers to use as to help plan their year. Each unit could have several assignments within. For example, within the Sharing My Language unit, students could be expected to do both oral and written tasks to show their skills formatively rather than just one summative oral presentation.