



Senior High

Canadian Advanced Senior High

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| <u>Department:</u> | English |
| <u>Course Development Date:</u> | November 2017 |
| <u>Course Title:</u> | Literacy Skills: Reading and Writing |
| <u>Grade:</u> | 10 |
| <u>Course Type:</u> | Open |
| <u>Ministry Course Code:</u> | ELS 20 |
| <u>Credit Value:</u> | 1.00 |
| <u>Hours:</u> | 110 |
| <u>Ministry Curriculum Policy And Publication Date:</u> | The Ontario Curriculum Grade 9 and 10 English, Revised 2007 |
| <u>Prerequisite:</u> | English, Grade 9 Academic or Applied |

COURSE DESCRIPTION

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a

focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

OVERALL EXPECTATIONS

Reading Skills

By the end of this course, students will:

- 1. Reading for Meaning:** read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning;
- 2. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning;
- 3. Reading with Fluency:** use knowledge of words and cueing systems to read fluently;
- 4. Reflecting on Reading Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing Skills

By the end of this course, students will:

- 1. Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 2. Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- 3. Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

- 4. Reflecting on Writing Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.**

Outline of Course Content

Unit One – Short Stories 20 hours

(Online components: 14 hours; Offline components: 6 hours)

Students will read, analyze and interpret short stories with a variety of themes and from a variety of authors. Emphasis will be placed on the main ideas, vocabulary, character development and implied and figurative language. Students will analyze relationships using well constructed paragraphs and express their opinions about the various characters.

Unit Two – Poetry 20 hours

(Online components: 14 hours; Offline components: 6 hours)

Students will read, study and analyze poetry from a variety of sources and poetic forms. Emphasis will be place on the various poetic devices used and the appreciation of lyrics as applied in music and the correlation between music and poetry.

Unit Three - Novel Study 20 hours

(Online components: 14 hours; Offline components: 6 hours)

Students will read and study a novel in relation to the literary aspects of a novel including the setting, the plot, character development and theme. Themes and various genres of novels will be discussed as well as students preparing an oral book presentation of their choice.

Unit Four – Reading For Information 20 hours

(Online components: 14 hours; Offline components: 6 hours)

Students will read a variety of forms of print for information gathering and discernment. The emphasis will be on the interpretation, the identification and the explanation of overt and implied information. Students will utilize and develop skills to predict and determine outcomes as well as develop the ability to discuss with confidence and clarity their positions on various topics.

Unit Five – Media/Technology 30 hours
(Online components: 21 hours; Offline components: 9 hours)

Students will have the opportunity to exercise verbal skills, expression of ideas, develop confidence through the use of various media/technology resources. Students will be expected to locate and select information from technical sources to support written material that expresses fact and/or opinions that support individual arguments.

Assessment and Evaluation

Seventy percent of the final grade will be based upon a variety of assessment techniques including portfolios, tests, projects and presentations etc. gathered throughout the term. The remaining thirty percent will consist of a final exam or a culminating activity that will assess the overall expectations of the course.

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| Tests | 15 % |
| Portfolio | 15 % |
| Major Assignments – Poetry/Novel | 30 % |
| Independent Assignment | 10 % |
| Exam | 30 % |

Assessment For Learning (Growing Success) will implement the use of diagnostic assessments to determine the students' readiness skills for the ensuing lessons and skills required. Formative assessments will take place in an ongoing and frequent manner to assure students' are acquiring and practicing skills.

Assessment As Learning (Growing Success) will be monitored to ascertain that students' are developing the ability to self-correct and to determine individual skills that are required for success and in determining individual learning styles.

Assessment of Learning (Growing Success) will be done upon completion of the course to convey the success of the students' achievement of the content and concepts learned.

Teaching/Learning Strategies

- **Brainstorming**
- **Discussion**
- **Oral explanation/presentations – oral/visual/written**
- **Problem solving**
- **Assignments**
- **Computer-assisted learning**
- **Inquiry/ fact vs opinion**
- **Research**
- **Self-assessment**
- **Rubrics**

Resources

Tigers of The Snow James MacNeil/Glen A. Sorestad

In Your Own Words Joan M. Green/Ian W. Mills

Lord of the Flies William Golding

Materials will be drawn from a variety of sources including subject specific texts, internet sources, newspapers, magazine articles, films and teacher resource materials.