



**ST. EDMUND CAMPION CATHOLIC SECONDARY SCHOOL
ENGLISH/ELL DEPARTMENT**

COURSE NAME: Literacy Skills: Reading and Writing
COURSE CODE: ELS 201
LEVEL: Open
PREREQUISITE: Any Grade 9 Credit

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. This course will also help students develop core learning strategies.

It is suggested that each class provide opportunities to the students for:

- reading, either to themselves or to others;
- writing, in Response Journals and other forms;
- listening, to auditory texts, peers and the teachers;
- practicing appropriate language usage, grammar, and spelling conventions;
- making real life connections between the classroom activities and the world, especially the world of work;
- making personal connections between classroom activities and their own lives;
- assessment opportunities, by themselves, by peers, and by the teacher, providing feedback that allows them to build on personal strengths

HOW THIS COURSE SUPPORTS THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

For the Catholic graduate, education is a life-long quest not only for knowledge and skills, but also for the Christian attitudes, values and beliefs that guide us on our human journey. This course will encourage students to examine life around them through a spiritual kaleidoscope. By allowing the reading, writing, and thinking activities of the students to link naturally to the Catholic vision, students will engage in authentic Christian activities

COURSE CONTENT

Units to be covered in random order based on availability of resources.

	Unit Title	Approx. Hrs.
Unit 1	Information and Graphic Text: Fiction and Non-Fiction: <i>Scope</i> and <i>Don't Label Me</i> and other resources	20
Unit 2	Novel Study: <i>Overdrive</i> OR <i>Speak</i>	25
Unit 3	Short Stories: <i>Sudden Twists</i>	20
Unit 4	Graphic Novel: <i>Ultimate Spiderman</i> or <i>Persepolis</i>	25
	Improving Written Work, Language Study and Preparing for the OSSLT: embedded OSSLT tasks in all units and a variety of grammar resources	Ongoing
	Culminating Task: Series of activities based on OSSLT Tasks tied into to a core unit	10

<p>Resources Texts are property of St. Edmund Campion Secondary School and the Board of Education. All resources assigned to students are the responsibility of the student. Students are expected to return texts to their teachers in the condition which they were received. Damaged and/or lost texts must be replaced through payment in cash to the teacher, or by debit/credit card in the main office. Payment must be received before additional resources are given to the student.</p> <p>Signed: _____</p> <p>Date: _____</p>	<p align="center">ASSESSMENT AND EVALUATION</p> <p>An effective program in English will include a balance of assessment <i>for</i> learning and assessment <i>of</i> learning tasks.</p> <p>Evaluation Structure:</p> <table border="0"> <tr> <td>Knowledge/Understanding</td> <td align="center">25%</td> <td>Thinking</td> <td align="center">25%</td> </tr> <tr> <td>Communication</td> <td align="center">25%</td> <td>Application</td> <td align="center">25%</td> </tr> </table> <p>Student marks will be determined by evaluating process & product in a balanced manner with respect to the four categories. Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.</p> <table border="0"> <tr> <td>Ongoing Assessment and Evaluation</td> <td align="right">70%</td> </tr> <tr> <td>Culminating Activity</td> <td align="right">30%</td> </tr> </table> <p>There is no final exam for this course.</p> <p>A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.</p>	Knowledge/Understanding	25%	Thinking	25%	Communication	25%	Application	25%	Ongoing Assessment and Evaluation	70%	Culminating Activity	30%
Knowledge/Understanding	25%	Thinking	25%										
Communication	25%	Application	25%										
Ongoing Assessment and Evaluation	70%												
Culminating Activity	30%												

EVALUATION POLICY

Students will be assessed and evaluated using a variety of methods to measure process work, final products, skills displayed, critical literacy, and metacognition. Tests, quizzes, assignments, presentations, cooperative learning activities and other methods of evaluation will be used at the teacher's discretion. Students who do not submit assignments or do not participate in activities may not provide sufficient data for assessment and evaluation of Ministry Expectations and therefore, will not gain their credit. **Please refer to the list of expectations for policies regarding late and missing assignments as outlined in the student agenda.**

CATEGORY	BELOW 50%	LEVEL 1: 50-59%	LEVEL 2: 60-69%	LEVEL 3: 70-79%	LEVEL 4: 80-100%
KNOWLEDGE/UNDERSTANDING <ul style="list-style-type: none"> KNOWLEDGE OF CONTENT (TEXT FORMS, LITERARY TERMINOLOGY, ELEMENTS OF STYLE, THEORIES) UNDERSTANDING OF CONTENT (CONCEPTS, IDEAS, FACTS, THEMES) AND ITS SIGNIFICANCE 	INSUFFICIENT ACHIEVEMENT OF CURRICULUM EXPECTATIONS.	A PASSABLE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW THE PROVINCIAL STANDARD.	A MODERATE LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS BELOW, BUT APPROACHING THE PROVINCIAL STANDARD.	A HIGH LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS AT THE PROVINCIAL STANDARD.	A VERY HIGH TO OUTSTANDING LEVEL OF ACHIEVEMENT. ACHIEVEMENT IS ABOVE THE PROVINCIAL STANDARD.
THINKING <ul style="list-style-type: none"> THE USE OF CRITICAL AND CREATIVE SKILLS, PLANNING SKILLS, AND PROCESSING SKILLS INTERPRETATION, ANALYSIS, PROBLEM SOLVING, CREATIVITY, CRITICAL LITERACY, RESEARCH, ORGANIZATION, AND INFERENCE 					
COMMUNICATION <ul style="list-style-type: none"> COMMUNICATING INFORMATION ORALLY AND IN WRITING THROUGH VARIOUS FORMS ORGANIZATION, USE OF APPROPRIATE CHOICE OF LANGUAGE AND STYLE FOR AUDIENCE AND PURPOSE GRAMMAR, LANGUAGE USAGE, SPELLING, PUNCTUATION 					
APPLICATION <ul style="list-style-type: none"> MAKING CONNECTIONS WITHIN AND BETWEEN CONTEXTS (TO SELF, TO SCHOOL, TO WORLD, TO OTHER TEXTS) APPLYING KNOWLEDGE AND SKILLS IN FAMILIAR AND NEW CONTEXTS WRITING AND REWRITING (USE OF PROCESS) APPLYING THEORIES, CONCEPTS AND TERMS 					

CURRICULUM EXPECTATIONS AND STRANDS IN THE ENGLISH CURRICULUM

The expectations identified for this course describe the knowledge and skills that students are expected to develop and demonstrate. The expectations for English Literacy Skills ELS 201 are organized in two areas of learning: **Reading and Writing Skills**. Taken together, the Overall and Specific Expectations represent the mandated curriculum.

Reading Skills

OVERALL EXPECTATIONS: By the end of this course, students will:

1. Read 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. Understand Form and Style – recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they communicate meaning;
3. Read with Fluency – use knowledge of words and cueing systems to read fluently;
4. Reflect 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

OVERALL EXPECTATIONS: By the end of this course, students will:

1. Develop and Organize Content - generate, gather and organize ideas and information to write for an intended purpose and audience;
2. Use 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. Apply Knowledge of Conventions – use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present work effectively.
4. Reflect 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