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Course Description & Evaluation Statement 2011-2012

Department: English

CL/ACL: L. Cousins

Literacy Skills: Reading and Writing, Grade 10, Open

Ministry of Education Course Description

Course Title: Literacy Skills: Reading and Writing, Grade 10, Open

Course Code:

ELS2O

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.

Prerequisite: Grade 9 English, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course The English Ontario Curriculum Grades9 & 10 Revised 2007 p.101

Ministry of Education Overall Expectations

• Reading Skills

- R1. 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;
- R2. 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;
- R3. Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- R4. 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

- W1. Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- W2. 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;
- W3. 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;
- W4. 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.

English Ontario Curriculum Grades 9 & 10 Revised 2007 pg 102-108

Student Expectations

Course expectations are to:

- develop an understanding of the learning process
- increase awareness of the strengths and areas to develop in personal learning

[Reading Skills]

- increase knowledge and use of reading skills and strategies
- increase ability to create meaning from reading
- develop understanding of different texts
- develop an understanding of features of literary, informational, graphic texts
- increase recognition and understanding of different text forms
- increase knowledge of words
- increase reading fluency
- develop an understanding of the reading process
- develop an understanding of personal reading skills
- increase awareness of the self as a reader

[Writing Skills]

- increase knowledge of the writing process
- develop writing skills and strategies specific to stages of the writing process
- develop organizational skills
- develop and demonstrate research skills
- increase knowledge and importance of topic, audience, purpose and format
- demonstrate use of topic, audience, purpose and format
- develop knowledge of a variety of text forms
- demonstrate writing skills informational, literary, and graphic forms
- increase awareness and use of elements of style
- increase knowledge of language conventions
- demonstrate editing and publishing skills through finished and submitted products
- develop an understanding of personal writing skills and strategies
- increase awareness of the self as a writer

Students are expected to bring to every class:

- Subject binder
- Pen or pencil and eraser
- Paper
- Assigned texts

Units of Study

1. The Learning Brain
2. Reading Skills
3. Writing Skills
4. Ontario Secondary School Literacy Test (OSSLT)

Culminating Activity (30% of final mark)

5. Adventure Portfolio (15%)
6. Exam (15%)

Assessment & Evaluation Strategies

The primary purpose of assessment and evaluation is to improve student learning.

Growing Success pg 38

Assessment – For As & Of Learning

For	As	Of
Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.	Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.	“Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”

See page 31 of Growing Success for a more detailed description of Assessment

The following conversion chart shows how the four levels of achievement are aligned to percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4+	95 - 100	2+	67 – 69
4	87 - 94	2	63 – 66
4-	80 - 86	2-	60 – 62
3+	77 – 79	1+	57 – 59
3	73 – 76	1	53 – 56
3-	70 - 72	1-	50 - 52

Assessment and Evaluation Strategies

In order to ensure that assessment and evaluation are valid and reliable, and lead to improvement of student learning, teachers of this course use a variety of the following strategies to assess student learning and to provide them with feedback:

- teacher observation
- oral presentations, interviews
- essays, reports, reviews, critiques, letters, journals, creative writing, computer lab work
- media works
- quizzes, tests, examinations
- portfolios, design projects,
- self-assessment, peer assessment
- check lists, rubrics
- questions and answers

Some of these strategies are also used for evaluation. However, evaluation is the responsibility of the teacher and is based on individual student demonstration of course expectations. Evaluated group tasks likewise must reflect individual accountability for learning and demonstration of course expectations through work submitted.

<u>Achievement Categories/Strands</u>	<u>Calculation of Final Mark</u>												
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Knowledge / Understanding</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Thinking</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Application</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Communication</td> <td style="text-align: right;">25%</td> </tr> </table>	Knowledge / Understanding	25%	Thinking	25%	Application	25%	Communication	25%	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Term Evaluation:</td> <td style="text-align: right;">70 %</td> </tr> <tr> <td>Final Evaluation:</td> <td style="text-align: right;">30 %</td> </tr> </table>	Term Evaluation:	70 %	Final Evaluation:	30 %
Knowledge / Understanding	25%												
Thinking	25%												
Application	25%												
Communication	25%												
Term Evaluation:	70 %												
Final Evaluation:	30 %												
Learning Skills													
<ul style="list-style-type: none"> • Independent Work • Responsibility • Collaboration • Organization • Initiative • Self-regulation 	<p>Learning skills are necessary for success and affect level of achievement. They will be reported as follows:</p> <p>E – Excellent</p> <p>S – Satisfactory</p> <p>G – Good</p> <p>N – Needs Improvement</p>												
Policy on Cheating and Plagiarism													
<p>Plagiarism</p> <p><i>Plagiarism is copying, reproducing or paraphrasing significant portions of someone else’s published or unpublished material, and representing these as one’s own thinking by not acknowledging the appropriate source or by failure to use appropriate quotation marks.</i></p> <p><i>This concept applies to all assignments including lab reports, diagrams, essays, and computer projects. Different forms of writing require different types of acknowledgment.</i></p> <p><i>If a student is found guilty of plagiarism, one or more of the following penalties will be assessed:</i></p> <ul style="list-style-type: none"> • <i>inform parent/guardian of student under 18 years old</i> • <i>requirement for submission of a new piece of work</i> • <i>total loss of marks on the assignment</i> • <i>suspension from school</i> 													

ENGLISH DEPARTMENT POLICIES:

Homework will be assigned regularly and monitored.
All students will require a dictionary.

Students are reminded that deadlines are an important aspect of time and workload management in this course. If, for any reason, you are unable to meet your deadlines, please consult with your teacher before the assignment is due. A penalty may be applied.

Late Assignments: *Once the teacher has returned an assignment, students who have not submitted their work may no longer do so.*

Work missed and covered by a doctor’s note must still be made up. You are not excused from completing class assignments. Consult with your teacher as soon as you return to school.

A missed test or piece of in-class writing must be made up within one week of being assigned. Students who are repeatedly absent for tests and writing assignments may forfeit the opportunity to complete the alternate work. It is the student’s responsibility to arrange for the make-up date.

ELS 20 Summative Overview

Unit	Assignment	Writing 50%	Reading 50%	
1	Brain Worksheets		X	70%
	Content Tests		X	
	Language, Rdg, & Writing Treasure Hunt	X	X	
	Brain/Learning Style Poster	X	X	
	Personal Learning Style Profile	X	X	
2	Grammar Worksheets	X		
	Grammar Tests	X	X	
	Newspaper Report	X	X	
	Supported Opinion Paragraphs	X		
	Supported Series of Paragraphs	X		
3	Reading Skills Poster	X	X	
	OSSLT Practice	X	X	
4	Whodunit Worksheets	X	X	
	Whodunit Journals		X	
5	Novel Content Reflections		X	
	Novel Reading Record	X		
	Novel Trading Cards	X	X	
*1-6	Strategy Booklet	X	X	
	Reading Log		X	
	Writing Log	X		

Culminating Activities/Final Assessment

6	Portfolio 10%	X	X	30%
	Adventure Assignment 10%	X	X	
	Exam (in-class) 10%	X	X	