Content Literacy15-3

Content Literacy15-5

Content Literacy25-3

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Submitted By:

Chinook's Edge School Division No. 73

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2016	08/31/2020	Acquired	Authorization	G10
15-5	125.00	09/01/2016	08/31/2020	Acquired	Authorization	G10
25-3	62.50	09/01/2016	08/31/2020	Acquired	Authorization	G11
25-5	125.00	09/01/2016	08/31/2020	Acquired	Authorization	G11

Acknowledgment

Course Description

Content Literacy 15/25 are courses designed to help students who struggle with core subject content because of difficulties attaining and demonstrating understandings found in subject area instructional materials. Content literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understandings of information found in a variety of high school content area curricula.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.
 NOTE: Content Literacy 15 is not a pre-requisite for Content Literacy 25. Students need to be grouped according to the grade level of subjects they take outside of Content Literacy so that they can support each other in these courses. These courses expand and build upon literal and interpretive comprehension strategies.

Course Prerequisite

Philosophy

Teaching students to be more strategic in their encounters with texts will not only empower them to be more successful readers, but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students an opportunity to develop the skills necessary to actively engage with multiple subject area disciplines. As they learn the strategies necessary to read AND think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with the broader community of learners. With a focus on literacy skills that are flexible and transportable Content Literacy will prepare students to be competitive in a world that values resilience and perseverance, especially when trying to understand the ideas that are being communicated to them through a variety of media resources.. Literacy strategies that enable learners to construct meaning and engage in a communication of ideas beyond a superficial level will ultimately develop a more insightful citizen who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferrable across all core subject areas such as Science, Social Studies, and Mathematics. The critical skills that will develop because of the intense application of these strategies will enable content area readers who need support to be more successful throughout their high school experience and beyond.

 NOTE: Content Literacy 15 is not a pre-requisite for Content Literacy 25. Students need to be grouped according to the grade level of subjects they take outside of Content Literacy so that they can support each other in these courses.

Rationale

In high school there are many subject areas that employ various types of text for which students are expected to have the necessary literacy skills. Unfortunately, many students do not have these skills and so are less likely to be successful and complete high school. Teaching the literacy strategies necessary for accessing course materials in subject areas such as Science, Biology, Physics, Chemistry, Mathematics and Social Studies is the purpose of the Content Literacy courses. In senior high the depth and breadth of material and skills in the various programs of study make it difficult for the subject area teacher to deal with significant literacy deficiencies of some students. Content Literacy provides small class and individual, specific and consistent instruction and practice in content literacy skills for those students.

Content Literacy 15/25-5 is identical in outcomes to Content Literacy 15/25-3. Students who take the 5 credit course are those who require more literacy instruction in order to be successful; those students in a non-semestered school who take the course for the full year to support their literacy needs throughout the year; those in a semestered school who will be taking different core subjects in the two semesters and who require literacy support for all their core subjects

Learner Outcomes

Alberta Education defines literacy as "… the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living". As such it is essential that students are made aware of and given daily opportunities to learn and practice the literacy skills needed to be successful in all content areas. Learning to make meaning from multiple texts and contexts, and using unique targeted strategies throughout the reading and writing processes, is the real work of this course.

The outcomes for this course do not suggest specific strategies because each student will have instructional needs unique to their literacy levels and the courses in which they are enroled outside Content Literacy 15/25. Teachers will identify the strategies each learner requires through a needs assessment as well as a balance of direct instruction and self-directed learning. While the course content appears identical for both Content Literacy 15 and Content Literacy 25, the subject area materials change because of the change in level. For example, the Content Literacy 15 course deals with the subject area texts and content of grade 10 and the Content Literacy 25 course deals with the subject area texts and content of grade 11.

This course focuses on teaching strategies for comprehending text outside the parameters of the language arts. This course is designed for students of all academic levels and for all core subject areas and is not intended for those students who require intense remedial reading intervention.

General Outcomes

1   Students will read and demonstrate understanding of a variety of texts for different purposes in each of the core subject areas.

2   Students will apply specific and appropriate techniques and tools to extract meaning from text for dealing with the specific literacy features in each of the core subject areas.

3   Students will access increasingly challenging subject specific material as they develop their content literacy skills.

Specific Learner Outcomes

1 Students will read and demonstrate understanding of a variety of texts for different purposes in each of the core subject areas.	15-3	15-5	25-3	25-5
1.1 Students will expand their literacy range within and beyond course text materials through access to various genres and types of reading materials [trade magazines, Internet sources, graphic/visual text, etc] on a variety of subject-specific topics	X	X	X	X
1.2 Students will assess their reading interests and abilities in order to choose appropriate texts that support and extend their learning in various areas of academic content	X	X	X	X
1.3 Students wil acquire and model reading strategies for study in a variety of subject area text materials	X	X	X	X
1.4 Students will use digital technologies that can enhance their access to a variety of texts, and choose with confidence the appropriate technology for a defined purpose	X	X	X	X

2 Students will apply specific and appropriate techniques and tools to extract meaning from text for dealing with the specific literacy features in each of the core subject areas.	15-3	15-5	25-3	25-5
2.1 Students will explore a variety of reading and comprehension strategies to expand their ability to apply appropriate strategies for specific subject areas	X	X	X	X
2.2 Students will explore a variety of text features common to and used in textbooks of various subject areas (i.e. super/sub-script, math and science symbols, textbook features such as colour coded chapters and unit review sections)	X	X	X	X
2.3 Students will develop various tools and practices that promote the understanding and use of vocabulary specific to core subject areas	X	X	X	X

3 Students will access increasingly challenging subject specific material as they develop their content literacy skills.	15-3 15-5 25-3 25-5
3.1 Students will use multiple strategies and understand the need to take risks, and demonstrate initiative, resiliency and perseverance when faced with obstacles and challenges	X X X X
3.2 Students will identify previous knowledge and skills in literacy and build on comprehension skills	X X X X
3.3 Students will choose the appropriate medium through which to communicate	X X X X
3.4 Students will self-monitor the development and success of reading strategies in order to move into more challenging materials of subject specific content	X X X X

Facilities or Equipment

Facility

There are no special facilities or spaces required to teach this course. A standard high school classroom is a suitable setting in which to implement this course.

Facilities:
 Humanities classroom

Equipment

There is no additional equipment required to teach this course, beyond that which is generally found in a standard high school classroom.

Learning Resources

Teachers will use student textbooks and teacher resources from core s
Teachers will also make available to students a wide variety of subject
texts through the school library, internet, or public library that support t
learning of the students and content of the core subjects in grades 10
 NOTE: Content Literacy 15 is not a pre-requisite for Content Literacy 25. Students
be grouped according to the grade level of subjects they take outside of Content Lite
that they can support each other in these courses.

Others

Sensitive and Controversial Content

It is expected that all issues and texts that may be controversial or sensitive will be discussed
with school administration prior to coverage in class.
Guiding principles for dealing with sensitive and controversial issues are outlined in Chinook's
Edge *Policy 2-09 Teaching About Controversial Issues*.

Mitigation Strategies

Safety Components

All Chinook's Edge health and safety procedures will be followed as per regular classroom
instruction, in accordance with Chinook's Edge *Administrative Procedure 4-19 Health &
Safety*.
If students are taken off campus, all Chinook's Edge procedures pertaining to planning,
parental consent, risk assessment, etc., will be followed in accordance with Chinook's Edge
Administrative Procedure 2-09 Field Trips - Planning & Requirements.

Mitigation Strategies

Significant Overlap with Provincial Curriculum

Significant overlap does not exist in the Content Literacy courses. The learner outcomes for this course focus on a multi-curricular approach to literacy rather than a literary approach that is part of the English curriculum. This course will extend the students' understanding of and abilities in literacy skills and apply them to core subject textbooks and related resources so students develop and use their skills in all subject areas.

Assessment

Assessment in this course will consist of a combination of formative and summative assessments and the assessments will be specific to each student depending on the initial literacy level of the students and the subject areas on which they focus. Students will be assessed on their ability to set goals and self-monitor their work, their ability to express their understanding of as well as implement specific strategies and application of strategies to specific core content.

Course Evaluation and Monitoring

The Associate Superintendent Learning Services, in collaboration with the school Principal, will evaluate and monitor this course to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge) are met. The school Principal will supervise course implementation at the school level.
Course prerequisites, copyright privileges, and conditions listed by the developing board will be strictly adhered to.

Appendix I

Appendix II

Table of Contents