

LOCALLY DEVELOPED COURSE OUTLINE

Content Literacy15-3

Content Literacy15-5

Content Literacy25-3

Content Literacy25-5

Submitted By:

The Chinook's Edge School Division

Submitted On:

May. 3, 2021

Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Reauthorization	G11
25-5	125.00	09/01/2021	08/31/2025	Acquired	Reauthorization	G11

Course Description

Content Literacy 15 and Content Literacy 25 are courses designed to support students who struggle with learning because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

The course sequence for Content Literacy 15 will align with relevant curricular outcomes from grade 10 level courses.

Curricular outcomes for grade 11 courses will align with and be supported by Content Literacy 25.

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.

Course Prerequisites

Content Literacy 15: prerequisite(s) Grade 10 level core courses

Content Literacy 25: prerequisite(s) Grade 11 level core courses

Sequence Introduction (formerly: Philosophy)

Content Literacy offers students an opportunity to develop the literacy skills necessary to actively engage with multiple subject area disciplines. Teaching students to be more strategic in their encounters with texts and/or notation will not only empower them to be more successful learners but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understanding of text, notation, and information found in a variety of high school curricula. As they learn the strategies necessary to read, interpret and think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with a broader community of learners.

These courses concentrate on teaching strategies for comprehending text and/or notation outside the parameters of the language arts. 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 communication of ideas beyond a superficial level will ultimately develop a more insightful student who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferable across various subject areas. The critical skills that will develop because of the intense application of these strategies will enable students to better read, understand, and apply course content.

Student Need (formerly: Rationale)

In high school there are many subject areas that employ various types of text and/or notation for which students are expected to have the necessary literacy skills. Unfortunately, some students do not have these skills and so are less likely to be academically successful to complete high school. Teaching the literacy strategies necessary for accessing and decoding course materials in various subject areas is the purpose of 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 literacy skills for students. These courses are designed for students of all academic levels to enhance various subject areas and are not intended for those students who require intense remedial reading intervention.

Students who enroll in the 5 credit course are those who require more in-depth literacy instruction to be successful; those students in a non-semester school who take the course for the full year to support their literacy needs throughout the year; or those in a semester school who will be taking different subjects in the two semesters and require literacy support for all their subjects.

Scope and Sequence (formerly: Learner Outcomes)

Content Literacy offers students an opportunity to develop, apply, and model the literacy skills necessary to actively engage with multiple subject area disciplines. Teaching students to be more strategic in their encounters with texts and/or notation will not only empower them to be more successful learners but will also enable them to engage with themselves and the world more thoughtfully and collaboratively. Content Literacy offers students direct, modelled instruction and increased opportunity to acquire and employ multiple literacies to gain and convey deeper and broader understanding of text, notation, and information found in a variety of high school core curricula. As they learn the strategies necessary to read text, decipher notation, and think more critically about the various media presented to them, students will develop the capacity to confidently collaborate with a broader community of learners.

These courses concentrate on teaching strategies for comprehending text and/or notation outside the parameters of the language arts. 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 communication of ideas beyond a superficial level will ultimately develop a more insightful student who is capable of making real-world connections both within and beyond the text. This course focuses on teaching strategies that are transferable across various subject areas. The critical skills that will develop because of the intense application of these strategies will enable students to better read, understand, interpret, and apply course content.

Guiding Questions (formerly: General Outcomes)

- 1 What are the ways students can demonstrate understanding of a variety of texts and /or notation for different purposes in the relevant subject areas?**
- 2 What techniques and tools can students apply to extract meaning from text for dealing with the specific literacy features in each of the relevant subject areas?**
- 3 What skills will students access to address increasingly challenging subject specific material as they develop their content literacy?**

Learning Outcomes (formerly: Specific Outcomes)

1 What are the ways students can demonstrate understanding of a variety of texts and /or notation for different purposes in the relevant subject areas?	15-3 15-5 25-3 25-5
1.1 Students will expand their literacy range within course text materials through access to various genres and types of reading materials on a variety of subject-specific topics	X X
1.2 Students will expand their literacy range beyond course text materials through access to various genres and types of reading materials on a variety of subject-specific topics	X X
1.3 Students will assess their reading interests and abilities in order to choose appropriate texts that support their learning in various areas of academic content	X X
1.4 Students will assess their reading interests and abilities in order to choose appropriate texts that extend their learning in various areas of academic content	X X
1.5 Students will identify and develop reading strategies for study in a variety of subject area text materials	X X
1.6 Students will acquire and model reading strategies for study in a variety of subject area text materials	X X
1.7 Students will evaluate reading strategies for study in a variety of subject area text materials	X
1.8 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 What techniques and tools can students apply to extract meaning from text for dealing with the specific literacy features in each of the relevant 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	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
2.4 Students will develop and adapt various tools and practices that promote the understanding and use of vocabulary specific to core subject areas	X X
2.5 Students will develop, adapt, and refine various tools and practices that promote the understanding and use of vocabulary specific to core subject areas	X X

3 What skills will students access to address increasingly challenging subject specific material as they develop their content literacy?	15-3 15-5 25-3 25-5
3.1 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 Identify previous knowledge and skills in literacy to develop comprehension skills	X X
3.3 Identify previous knowledge and skills in literacy to apply comprehension skills	X X
3.4 Identify previous knowledge and skills in literacy and model comprehension skills	X
3.5 Choose the appropriate medium through which to communicate	X X X X
3.6 Develop individual responsibility to monitor the development and success of literacy strategies in order to move into more challenging materials of subject specific content	X
3.7 Apply individual responsibility to monitor the development and success of literacy strategies in order to move into more challenging materials of subject specific content	X X
3.8 Model individual responsibility to monitor the development and success of literacy strategies in order to move into more challenging materials of subject specific content	X

Facilities or Equipment

Facility

No required facilities specified.

Facilities:

Equipment

No required equipment specified.

Learning and Teaching Resources

No required resources specified.

Sensitive or Controversial Content

No sensitive or controversial content anticipated.

Issue Management Strategy

Health and Safety

No directly related health and safety risks.

Risk Management Strategy

Statement of Overlap with Existing Programs

Reasoning as to Why LDC Is Necessary

Content Literacy 15 and Content Literacy 25 are courses needed to help students who struggle with core subject content because of difficulties attaining and demonstrating understandings found in subject area instructional materials.

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.

Student Assessment

No identified student assessments.

Course Approval Implementation and Evaluation

