



NIAGARA ACADEMY
ENGLISH AS A SECOND LANGUAGE, LEVEL 2, OPEN
COURSE OUTLINE

COURSE CODE:	ESLCO
DEVELOPED BY:	G. Cruz, 2019
DEVELOPED FROM:	English as a Second Language and English Literacy Development, http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf
PREREQUISITE:	None
COURSE DURATION:	110 hours
COURSE VALUE:	1.0 credits

COURSE DESCRIPTION AND RATIONALE

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

OVERALL CURRICULUM EXPECTATIONS

Listening and Speaking

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
3. use correctly the language structures appropriate for this level to communicate orally in English.

Reading:

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;
2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
3. use a variety of strategies to build vocabulary;
4. locate and extract relevant information from written and graphic texts for a variety of purposes.

Writing:

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;
2. organize ideas coherently in writing;
3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
4. use the stages of the writing process.

Socio-Cultural Competence and Media Literacy:

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;
2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
3. demonstrate knowledge of and adaption to the Ontario education system;
4. demonstrate an understanding of, interpret, and create a variety of media texts.

COURSE CONTENT AND EVALUATION

UNIT	TOPICS	EVALUATION	HOURS
Unit 1. CITIZENSHIP	Discover Canada I can Vote Political Parties in Canada Our country. Our parliament	8%	16 hours
Unit 2. Writing with Purpose	Paragraph writing Essay writing Expository writing Narrative writing Persuasive writing	16%	24 Hours
Unit 3. READING WITH PURPOSE	Novel study Short story study Literary devices Graphic organizers	16%	24 Hours
Unit 4. MEDIA STUDY	Intro to media Comparing media Creating media Successful advertising	15%	23 Hours
Unit 5. Poetry	Intro to Poetry Analyzing poetry Writing poetry	15%	23 Hours
FINAL EVALUATION	Culminating Activity Final Exam (oral and written)	10% 20%	110 Hours
	Final Mark	100%	

Knowledge/Understanding	Thinking/Inquiry	Communication	Application/Making Connections
30%	30%	20%	20%
Oral presentations Group work Discussion Reflective writing Communication Visual displays Cloze work Correcting	Analyzing Tests Group work Discussions Personal journals Brainstorming	Brainstorming Categorizing Oral and written communication Personal journals Group work Presentations Role playing Listening	Assignments Scriptwriting creating Summarizing Comparing Re-telling Explaining Forming opinions improving

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement: Student achievement is communicated formally to students and parents twice per semester by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course which are described in the achievement chart on pages 36-37 of The Ontario Curriculum Grades 9 and 10, English as a Second Language and English Literacy Development, 2007, <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>

Learning Skills will also be assessed and reported on according to the Provincial Report Card, Grades 9-12. The quality of the learning skills demonstrated by a student are recorded in six categories – Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation – are assessed throughout the semester using a four-point scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Reference: page 11, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

Assessment for Learning will be used as a process for 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. Teachers will use diagnostic assessment before instruction and formative assessment will occur frequently and in an ongoing manner to monitor students’ progress. Observation and conversation will be used to determine the needs of individual student learning.

Assessment as Learning will focus on the explicit fostering of student’s 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. Formative assessment be used by students to monitor their own and their peers’ progress.

Assessment of Learning will be used as the assessment that becomes public and results in statements or symbols about how well students are learning. Summative assessment will be used by the teacher to summarize learning at a given point in time. (Ref: page 31 of Growing Success,)

The teacher will use assessment strategies that:

- are fair, transparent and equitable for all students;
- are clearly communicated to students at the beginning of the course and at other points throughout the semester
- are varied in nature, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning
- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students
- relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students

- accommodate students with special education needs, consistent with the strategies outlined in their Individual Education Plan
- accommodate the needs of students who are learning the language of instruction
- ensure that each student is given clear directions for improvement
- promote students' ability to assess their own learning and to set specific goals
- ensure that each student is given clear directions for improvement

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination (20%), and culminating activity (10%) suitable to the course content and administered towards the end of the course.

A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks.

TEACHING AND LEARNING STRATEGIES

Geography is an integrative subject that brings a variety of perspectives, both social and physical, to the study of people, places, and environments around the world. Knowing where physical, social, or political events or processes occur helps students gain a spatial perspective on them.

Due to its importance, students will have opportunities to learn in a variety of ways - individually, cooperatively, independently, with teacher direction, through hands-on experiences, and through examples followed by practice. The approaches and strategies teachers use will vary according to both the object of the learning and the needs of the students. Some instructional examples are

- Assessment of prior knowledge and provision of differentiated instruction for individual students
- Teaching and modelling of learning strategies
- Problem solving with encouragement of risk taking in problem solving
- Individual and cooperative small group learning
- Role playing
- Simulations
- Teamwork

- Brainstorming
- Creation of scenarios for decision making
- Independent research
- Issue-based analysis
- Personal reflection
- Problem posing
- Seminar presentations
- Use of technology
- Hands-on applications
- Constructive or creative dialogue

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that all students can be successful language learners. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. For those students the teacher or school identifies as requiring accommodation, such as ELL or IEP students, the teacher may make accommodations without changing the knowledge and skills course requirements.

The following are examples of accommodations:

- The use of visual clues
- A variety of learning resources, such as bilingual dictionaries, assistive technologies
- Alternative assignments, or summative tasks
- Peer tutoring
- The granting of extra time and the use of oral interviews.

The program will also include opportunities for students to apply their skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

Teachers will model safe practices at all time and communicate safety requirements to students in accordance with the school, the Ministry of Education policies and Ministry of Labour regulations. This is particularly important in the case of off-site excursions. Teachers will also adhere to the policies of the First Nation, Métis and Inuit Education policy framework should the class include students from these communities.

RESOURCES

- English, Yes! Burton Goodman, Jamestown Publishers, 1996
- Four Corners, Book 2, Jack C, Richards, David Bohlke, Cambridge University Press, 2012
- English Conversation, Jean Yates, McGraw Hill, 2016
- Romeo and Juliet, Adapted by Ed Teeling, Edcon Publishing Group, Inc, 2014
- www.esllibrary.com
- www.islcollective.com
- www.Dave'seslcafe.com
- Pearson: Tompkins, Bright, Pollard, Winsor Language Arts
- Scholastic: Culham 6+1 Traits of Writing
- Pearson: Harmon and Holman, A Handbook to Literature
- Wadsworth: Cengage Learning: Trimmer A Guide to MLA Documentation
- Gage Learning: Language Power, 2002