



TFS High School
 5635 Yonge St. Suite 206,
 Toronto, Ontario M2M 3S9

COURSE OUTLINE
 English as a Second Language, Level 3
ESLCO

Department	English as a Second Language and English Literacy Development
Instructor	Bitia Nafisi
Course Development Date	September 2012
Ministry Course Code	ESLCO
Credit Value	1.00
Ministry Curriculum Document	<i>English as a Second Language and English Literacy Development, the Ontario Curriculum, Grades 11 and 12, 2007 (Revised)</i> http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
Prerequisites	ESLBO ESL Level 2 or equivalent* (*“Equivalent” may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment)
Course Revision Date (TFS)	2023

COURSE DESCRIPTION:

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.

Learning Strands	Overall Curriculum Expectations:
Listening and Speaking	By the end of this course, students will: A1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes A2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes A3. Use correctly the language structures appropriate for this level to communicate orally in English
Reading	By the end of this course, students will: B1. Read and demonstrate understanding of a variety of texts for different purposes B2. Use a variety of reading strategies throughout the reading process to extract meaning from texts B3. Use a variety of strategies to build vocabulary B4. Locate and extract relevant information from written and graphic texts for a variety of purposes
Writing	By the end of this course, students will: C1. Write in a variety of forms for different purposes and audiences C2. Organize ideas coherently in writing C3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation C4. Use the stages of the writing process
Socio-Cultural Competence and Media Literacy	By the end of this course, students will: D1. Use English and non-verbal communication strategies appropriately in a variety of social contexts D2. Demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society D3. Demonstrate knowledge of and adaptation to the Ontario education system D4. Demonstrate an understanding of, interpret, and create a variety of media texts

COURSE CONTENT *(the below mentioned information might be subject to modification if necessary.)*

Unit	TITLES AND DESCRIPTIONS	Time
Unit 1	<p>Writing and Grammar</p> <p>-In this unit students will study and practice English grammar appropriate to the level.</p> <p>- As far as writing is concerned, different types of paragraphs are taught. However the main focus is on informational and descriptive paragraphs. In the meantime we'll work on grammar. Two major writing assignments, plus the unit test would make up the summative mark for this unit. (Students will be quizzed and tested both on grammar, and writing.)</p>	47.5 hours
Unit 2	<p>Media literacy</p> <p>This unit focuses largely on listening and speaking skills as well as social and media competency. Students would read and listen to different news stories to analyze them in the class. We'll mostly focus on the theme of pros and cons of social media. Later Students apply this knowledge to the study of a film, to write a review on it. Students would be quizzed and tested about what they learn in this unit.</p>	10 hours
Unit 3	<p>Reading fiction (short story and poetry)</p> <p>This unit will focus on expanding the students' vocabulary, developing reading skills and awareness of a variety of text forms. Through the study of poetry, and short stories students further develop their understanding of the impact of cultural references, the use of literary devices, and the treatment of common themes in literature. Students are supposed to read 2 short stories, and poems form contemporary/ classic literature. For the assessment of learning, students should choose a short story to analyze and present to the class, and later write a summary of it.</p>	35 hours
Unit 4	<p>Reading (non-fiction)</p> <p>This unit will focus on developing reading skills (such as finding the main idea, scanning, skimming, and looking for details. Students will read, analyze and respond to a variety of texts (mainly nonfiction) for information and understanding.</p> <p>Meanwhile, grammatical points of the language reference chart (in the Ontario Curriculum) are reviewed. Students will be quizzed and tested on reading comprehension and vocabulary for this unit.</p>	15 hours
	Final Examination	2.5 hours
	Total	110 hours

Assessment & Evaluation

Purpose

The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course. A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback.

Diagnostic assessment is used at the beginning of a unit to assist in determining a starting point for instruction. Assessment for Learning (AFL) provides information to students as they are learning and refining their skills. Assessment as Learning (AAL) acts as a stepping-stone for students to begin applying their understanding using critical thinking; it bridges the gap between AFL and AOL. Assessment of Learning (AOL), at the end of units and course, provides students with the opportunity to synthesize/apply/demonstrate their learning and the achievement of the expectations. Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Weighting of Categories

Knowledge & Understanding	Thinking	Communication	Application
25%	25%	25%	25%

Grading

- The final grade is based on performance in 3 areas: products, observations, conversations.
- 70% of the grade is based on evaluations conducted throughout the course.
- 30% is based on a final evaluation.

Assessment Tools:

- Marking schemes
- rubrics
- checklists
- Anecdotal comments
- Rating scales

TEACHING AND LEARNING STRATEGIES

The strategies used are varied to meet the needs and the range of learning styles encountered and may include the following:

Assessment For Learning		Assessment As Learning		Assessment Of Learning	
Quizzes	X	Diagnostic Tests	X	Exams	X
Tests	X	Exit and Entrance Cards	X	Tests	X
Presentations		KWL Chart	X	Presentations	X
Peer Assessment	X	Self-Assessment	X		
Essays	X	Peer& self-Assessment		Essays	X
Models	X	In class reflection on skills and strategies	X		
Conferencing	X				
Questioning	X			Discussions	X
Independent Study Assignment	X	Cooperative learning		Independent Study Assignment	X
Researching	X			Researching	X
Guided Reading	X				
Debates	X				
Work Sheets	X	worksheets, and graphic organizers	X		
Direct Instruction	X				
Guided Writing	X				
Cooperative learning	X				

AFL/AAL/AOL Tracking sheet:

Unit 1: 47.5 hours

AAL	AFL	AOL
writing diagnostic test	U1-AfL- Writing a topic sentence U1-writing an informational paragraph	U1- AoL- writing assignment1
U1- AaL(review of present tenses) U1- AaL(review of present perfect U1- G- Review of future simple	U1-Peer editing sheet3 Quiz- U1- AfL(constructing sentences)	AoL-U1-Unit test(Grammar part1)+informational paragraph writing
AaL- Exit ticket	U1-quiz-Run on& comma splices U1-AfL- practicing sentence fragments and comma splices U1- conditionals (types 0+I) U1-G- AfL- Comparative& Superlative U1-AfL-Descriptive paragraph U1- AfL- G- Modals U1-Afl-Quiz- Modals U1-AfL- Narrative para. -Pair editing 2(Narrative para.) simple past and present (passive) U1-AfL - prepositions	U1-AoL- Descriptive Para. Writing AoL-Unit test1(part2-G&W)
	Free Discussion- Phobias	

Unit 2: 10 hours

AAL	AFL	AOL
Diagnostic test	U2-Pros and cons of social Media	Unit test2- Media
KWL Chart1 KWL Chart2 U2-Pros and cons of social Media	The purpose of Media U2- AfL- types of Media Discussion: Pros and cons of social Media U2-AfL- Advertisements U2- AfL- Film Review	

Unit 3: 35 hours

AAL	AFL	AOL
U3- AaL- Short story diagnostic test	U3- AFL-Thank You Ma'am- graphic Organizer AFL- After 20 Years- questions AFL- Free discussion on "AI Technology" U3- AFL- Thank You Ma'am- Quiz U3- AFL- Types of Conflict U3- AFL- Theme worksheet- U3-AFL- summary writing U3- AFL- figurative language	U3- AFL- Short story and poetry unit test

Unit 4: 15 hours

AAL	AFL	AOL
AaL- Student self assessment + Teachers' assess -Diagnostic Reading assessment U4-AaL-Are you an active reader?	-Language & Communication - Festivals and Celebrations	Oral reading comprehension test
		Final exam

Considerations for Program Planning

- Instructional approaches within a content-based, thematic framework with a major focus on language production.
- Antidiscrimination education in programs for English language learners
- The constant cooperation and communication between the teacher and Ss both during the class & online- if necessary.
- The role of technology in ESL and ELD programs
- Utilizing an Interactive teaching approach- based on mutual respect -to create a fun, and stress- free, but challenging atmosphere.
- Health and safety in ESL and ELD programs

ACADEMIC FRAUD/PLAGIARISM:

Cheating includes any attempt to gain academic acknowledgement for information or work that genuinely does not belong to a student. Plagiarism is a serious offense. It is defined as taking words, phrasing, sentence structure, or any

other element of the expression of another person’s ideas, and using them as if they were your own. Plagiarism is a violation of another person’s rights, whether the material taken is great or small.

Students will be assisted in developing strategies and techniques to avoid plagiarism. They need to be aware that both cheating and plagiarized term work will be penalized and could result in a mark of zero.

Resources:

-The Ontario Curriculum Grades 9 to 12 (REVISED)

- Growing success:

<https://www.tedsb.org/programsservices/schoolprogramsk12/sef/documents/overviewofgrowingsuccess.pdf>

- Understanding and Using English Grammar by Betty Azar

- General Writing Help: <http://owl.english.purdue.edu/owl/section/1/>

- *McDougal Littell Literature, Grade 8* – Student Textbook (2008).

- *Spotlight 9*

- *Active skills for reading*

- Story and structure by Laurence Perrine

- McGraw Hill Contemporary's English for Literature

- Open sources: Internet (worksheets and handouts)/ YouTube

- Punctuation, Version1 (by Shannon Mitchell)

- Great Writing 2, (Great Paragraphs, Third edition)

- Constructing Sentences, Version 1 (Writers: Shannon Mitchell, Leanne Baugh, Julie Kelly)

- "Literature for English": Intermediate Two by Burton Goodman

ACHIEVEMENT CHART – ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT, GRADES 9–12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., vocabulary, grammatical structures, punctuation, terminology, forms of text and media)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content

Understanding of content (e.g., information and ideas, themes in novels and short stories, literary devices, language variety)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., focusing an inquiry, gathering information, organizing a project)	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., selecting, analysing, generating, integrating, synthesizing, evaluating, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information in oral and visual forms (e.g., presentations, dialogues, discussions, role playing, debates, graphic texts, media works) and written forms (e.g., journals, notes, narratives, reports, résumés, stories, poems)	expresses and organizes mathematical thinking with limited effectiveness	expresses and organizes mathematical thinking with some effectiveness	expresses and organizes mathematical thinking with considerable effectiveness	expresses and organizes mathematical thinking with a high degree of effectiveness
Communication for different audiences and purposes in oral, visual, and written forms (e.g., use of English in socially and culturally appropriate ways)	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammatical structures, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

Application - The use of knowledge and skills to make connections within and between various contexts

	The student:			
Application of knowledge and skills (e.g., language knowledge, language learning strategies, reading strategies, vocabulary building strategies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., language knowledge, language learning strategies, reading strategies, vocabulary building strategies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the language and the social and cultural environment, including the school; between learning English and becoming aware of citizen responsibilities, developing personal and career goals, and understanding cultural references in literature)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness