



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

COURSE OUTLINE
 English as a Second Language, Level 4

ESLDO

Department	English as a Second Language and English Literacy Development
Instructor	Saren Saunders
Course Development Date	September 2012
Ministry Course Code	ESLDO
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	ESLCO ESL Level 3 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 prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students develop the reading, writing, and oral presentation skills required for success in all subjects. Students study and interpret a variety of grade level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills

Learning Strands	Overall Curriculum Expectations:
Listening and Speaking	<p>By the end of this course, students will:</p> <ol style="list-style-type: none">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	<p>By the end of this course, students will:</p> <ol style="list-style-type: none">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	<p>By the end of this course, students will:</p> <ol style="list-style-type: none">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	<p>By the end of this course, students will:</p> <ol style="list-style-type: none">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 adaptation to the Ontario education system;4. demonstrate an understanding of, interpret, and create a variety of media texts.

COURSE CONTENT

Unit	TITLES AND DESCRIPTIONS	Time
Unit 1	<p>Coming Of Age</p> <p>This unit begins the process of developing study skills such as vocabulary development, the writing process, research, time management, self-evaluation, and goal-setting through analysis of the short story, poetry, and non-fiction prose. The theme, Coming of Age, allows students to explore their lives as members of a family, society, and a faith community through the study of a variety of literary genres and associated print and media material. .Students reflect on the past while examining and preparing for the challenges of the future.</p>	25 hours
Unit 2	<p>Journeys to Freedom</p> <p>Students continue to build on and expand the study skills introduced in Unit 1. Students explore journeys to freedom in Canada through the literary analysis of a novel and poetry selection. This exploration will also form a basis for the focused study of various grammatical elements. Students view and respond to videos about the experiences of immigrant and refugee groups in Canada. Students research, extract, organize and present information from non-fiction texts such as newspaper articles and research materials. An independent reading activity, with student presentations occurring throughout the whole course, begins in this unit, allowing students to develop skills in the area of independent learning, and written and oral presentations.</p>	25 hours
Unit 3	<p>It is your right!</p> <p>Students continue to build skills related to literary analysis through the study of a variety of fiction and non-fiction prose while expanding their understanding of the rights and obligations of a citizen in Canadian society. Students focus on skills related to reading, discussion, debate, conflict resolution, research, analysis of literary elements, and writing. With an emphasis on the power of an individual to make significant contributions and changes to society, students start by reading and discussing social and political documents such as the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, District School Board equity policies, and individual schools’ Codes of Conduct.</p>	15 hours
Unit 4	<p><i>Canadian Short Stories</i></p> <p>In this unit, students will learn about the heroes’ journey through reading several level-appropriate Canadian short stories. By reading and discussing a variety of short stories students will gain an understanding of the key elements of short stories (characterization, theme, plot, structure, setting, voice, literary devices). Students will be exposed to a variety of genres and literary styles and will acquire the vocabulary and grammar skills necessary for discussing and interpreting these styles. Students will improve their reading comprehension and learn about the evolution of the English Language in Canada by engaging with and studying the short stories collected for this unit.</p>	25 hours

Unit 5	<p>New Moves</p> <p>Students consider the dreams that brought them and their families to Canada. They will examine texts on immigrant experience and try to relate them to their own and to that of their families. Focus will be made on reading, writing and speaking. We will discuss the Immigrant Experiences through various forms such as essays, short stories and online resources.</p>	20 hours
		110 hrs
	Final Examination	

ASSESSMENT/EVALUATION STRATEGIES:

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. The following is a list of specific assessment/evaluation strategies that the teacher may use but is not limited to:

Evaluation Scheme

Percentage of Final Mark	Weight	Evaluation Categories	
70%	25%	Tests & Quizzes	Assessment will be ongoing to inform the students of their performance and the opportunity for success. Four achievement categories are illustrated in the chart. K: Knowledge and Understanding 20% I: Inquiry/Thinking 15% C: Communication 20% MC: Making Connections/Application 15%
	15%	Assignments	
	15%	Oral Presentation	
	15%	Project	
30%	10%	Cultural Presentation Project	
	20%	Final Summative Examination	

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:

- Guided reading Listening and Reading Cloze
- Think Pair Share practice and drills
- Guided Writing Handouts Cooperative Learning
- Reading Conference Discussion

Assessment as Learning

In all Units students can complete an online practice quiz on each lesson that tests their knowledge of fundamental facts and definitions. The quiz can be retaken as many times as needed and only the highest score is recorded. Students discover their areas of weakness and can take steps to improve on them. The student and instructor can then have a conversation on how best to assist the student's learning.

A Mid-Unit Assignment asks students to videotape themselves presenting solutions to various problems, or results of research, and post them to the forum for review by the instructor and selected peers. These comments and observations can be used to help the student assess their own listening and communicating skills, as well as their progress through the course. Feedback from both the instructor and the student can help the student advocate for their own learning.

Instructors communicate with their students through email or live chat sessions. Students can raise concerns and reflect on their own personal goals and learning during these one to one conversations with their instructors.

Assessment for Learning

In all Units, students are expected to submit a mid-unit assignment directly to the instructor. The assignment provides a number of questions, problems, and activities balanced around the four categories of the Achievement Chart: Knowledge and Understanding, Thinking, Application, and Communication. The instructor grades each assignment and provides descriptive feedback and the student is asked to provide feedback on the feedback.

Mid-Unit Video Presentation Assignments are used by the instructor as a form of diagnostic and formative assessment to help adjust instruction based on the needs of the student. It is another way the instructor gathers evidence for evaluating student performance.

Occasionally instructors ask a student to post a solution to a unique problem designed for that student to the discussion forum, or to comment on the posting of another student. These activities become part of the student's grade under the category "Online Collaboration" and provide an opportunity for the instructor to provide feedback to the student.

Assessment of Learning

Each Unit ends with an assignment that is submitted directly to the instructor. A grade is recorded based on the Learning Goals and Success Criteria for that Unit. Students may be asked to resubmit parts of the assignment, or a modified assignment.

At the end of each Unit, students complete an online test of the material. A grade is recorded and the instructor can initiate a conversation with the student if there are concerns.

At the end of the course, students complete a final exam that covers all the material studied in the course.

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	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

(e.g., journals, notes, narratives, reports, résumés, stories, poems)				
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

CONSIDERATIONS FOR PROGRAM PLANNING

- Instructional approaches within a content-based, thematic framework with a major focus on grammar and language production.
- Antidiscrimination education in programs for English language learners
- Literacy, mathematical literacy, and inquiry/research skills
- The role of the school library in ESL and ELD programs
- The role of technology in ESL and ELD programs
- Career education
- The Ontario Skills Passport and essential skills
- Health and Safety in ESL and ELD

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: Understanding and Using English Grammar, B. Azar
My Canadian Writing Lab
Coming-Of-Age Novel: The Catcher in the rye
Alice Monru Short Stories: Thanks for the ride,
Boys and Girls and The found Boat
Canadian Charter of Rights and freedoms
English Immigrant by Jennifer L. Webber
Ontario Human Rights Code
Videos Of Canadian Immigrants and Refugees