



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

**COURSE OUTLINE**  
 English as a Second Language, Level 5  
**ESLEO**

<b>Department</b>	English as a Second Language and English Literacy Development
<b>Instructor</b>	Bitia Nafisi
<b>Course Development Date</b>	September 2014
<b>Ministry Course Code</b>	ESLEO
<b>Credit Value</b>	1.00
<b>Ministry Curriculum Document</b>	<i>English as a Second Language and English Literacy Development, the Ontario Curriculum, Grades 11 and 12, 2007 (Revised)</i> <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf</a> <a href="http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf</a>
<b>Prerequisites</b>	ESLDO ESL Level 4 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)
<b>Course Revision Date (TFS)</b>	2023

**COURSE DESCRIPTION:**

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Learning Strands	Overall Curriculum Expectations:
<b>Listening and Speaking</b>	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> <li>1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;</li> <li>2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;</li> <li>3. use correctly the language structures appropriate for this level to communicate orally in English.</li> </ol>
<b>Reading</b>	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> <li>1. read and demonstrate understanding of a variety of texts for different purposes;</li> <li>2. use a variety of reading strategies throughout the reading process to extract meaning from texts;</li> <li>3. use a variety of strategies to build vocabulary;</li> <li>4. locate and extract relevant information from written and graphic texts for a variety of purposes.</li> </ol>
<b>Writing</b>	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> <li>1. write in a variety of forms for different purposes and audiences;</li> <li>2. organize ideas coherently in writing;</li> <li>3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;</li> <li>4. use the stages of the writing process</li> </ol>
<b>Socio-Cultural Competence and Media Literacy</b>	<p>By the end of this course, students will:</p> <ol style="list-style-type: none"> <li>1. use English and non-verbal communication strategies appropriately in a variety of social contexts;</li> <li>2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;</li> <li>3. demonstrate knowledge of and adaptation to the Ontario education system;</li> <li>4. demonstrate an understanding of, interpret, and create a variety of media texts.</li> </ol>

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

Unit	TITLES AND DESCRIPTIONS	Time
Unit 1	<p><b>Grammar and Writing</b></p> <p>-In this unit students will review and practice English grammar appropriate to the level. As far as writing is concerned, first paragraph writing (previously learned) is reviewed; then we'll continue with working on essay writing (its rules, and structure. Our main focus would be on argumentative, and literary essays. Students will be quizzed and tested on both grammar and writing. Moreover, two major writing assignments make up the mark for this unit.</p>	37.5 hours
Unit 2 Short story+ Poetry+ Media	<p><b>Fiction and Media (Cultural References and Common Themes)</b></p> <p>Through the continued study of <b>poetry, short stories, and essays</b>, 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 apply this knowledge to the study of a film that explores related themes. They consider how the background of the author, the media, and their own personal values and biases reflect upon their perceptions of the film. For the assessment of learning apart from the unit test and a literary essay, students should choose a piece of fiction to analyze and present to the class in order to develop skills in the area of independent learning, and oral presentations.</p>	50 hours
Unit 3		
	<p><b>Drama– King Lear by Shakespeare</b></p> <p>Literary elements, such as plot, subplot, characterization, setting, conflict, theme, and point of view, are studied through the analysis of excerpts from “king Lear”. Students will explore the dominant themes of the play including choice making, hypocrisy vs honesty, and narcissism, blindness, and ignorance vs insight. Students write a literary essay on a topic of their choice, and will be quizzed and tested for the unit.</p>	20 hours
	<b>Final Examination</b>	2.5 hours
	<b>Total</b>	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**

<b>Knowledge &amp; Understanding</b>	<b>Thinking</b>	<b>Communication</b>	<b>Application</b>
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

## **AFL/AAL/AOL Tracking sheet:**

### **Unit 1(Grammar and writing): 37.5 hours**

<b>AAL</b>	<b>AFL</b>	<b>AOL</b>
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Essay writing diagnostic test Grammar diagnostic test Paragraph writing diagnostic test	U1- AFL- Paragraph Writing workshop U1-AFL-identifying the Topic Sentence	AOL- U1- Grammar Unit Test
U1-AAL (pair working on paragraphs)	U1-AFL- pair work (conditionals) U1- AFL- Conditionals (mixed) U1- AFL- Quiz(conditionals) U1- AFL- G. quiz(tenses- Mixed) U1- AFL-Passive voice( Mixed tenses) U1- AFL- Passive VS Active U1- AFL(G)Direct / Indirect Speech	
	U1-AFL-Essay Writing Activities U1- AFL- Persuasive Essay Writing U1-AFL- writing a thesis statement	U1-AOL- Essay writing
AAL- Student self-assessment + Teachers' assessment	Peer assessment	

### Unit 2(Fiction: Short story, poetry + Media): 50 hours

AAL	AFL	AOL
Short story Diagnostic test U2- AAL- Types of character	- U2- AFL- Characterization( Early Autumn) -	U2- AOL- Short story oral presentation
KWL Chart1	AFL-U2-Tarantinos' D'jango(film analysis) Discussing the theme of Discrimination	U2- AOL- TEST (short story)

### Unit 3 (Drama): 20 hours

AAL	AFL	AOL
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### 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
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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				

### 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.tcdsb.org/programsservices/schoolprogramsk12/sef/documents/overviewofgrowinguccess.pdf>

--Understanding and Using English Grammar by Betty Azar

- American English File (3)

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

- *McDougal Littell Literature, Grade 9+10* – Student Textbook (2008).

- *Spotlight 9*

- *Great Essays* (Third Edition)

- McGraw Hill Contemporary's English for Literature

-Literature and Media 9

- [The World Wide Web](#) (worksheets and handouts)/ Youtube

- Punctuation, Version1 ( by Shannon Mitchell )

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

- Constructing Sentences, Version1(Writers: Shannon Mitchell, Leanne Baugh, Julie Kelly)

**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)
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> (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
<b>Understanding of content</b> (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
<b>Thinking</b> - The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (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
<b>Use of processing skills</b> (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
<b>Use of critical/creative thinking processes</b> (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
<b>Communication</b> - The conveying of meaning through various forms				
	The student:			
<b>Expression and organization of ideas and information in oral and visual forms</b> (e.g., presentations, dialogues, discussions, role playing,	expresses and organizes mathematical thinking with	expresses and organizes mathematical thinking with some effectiveness	expresses and organizes mathematical thinking with	expresses and organizes mathematical thinking with a



debates, graphic texts, media works) <b>and written forms</b> (e.g., journals, notes, narratives, reports, résumés, stories, poems)	limited effectiveness		considerable effectiveness	high degree of effectiveness
<b>Communication for different audiences and purposes in oral, visual, and written forms</b> (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
<b>Use of conventions</b> (e.g., grammatical structures, spelling, punctuation, style, usage), <b>vocabulary, and terminology of the discipline in oral, visual, and written forms</b>	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
<b>Application</b> - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
<b>Application of knowledge and skills</b> (e.g., language knowledge, language learning strategies, reading strategies, vocabulary building strategies) <b>in familiar contexts</b>	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
<b>Transfer of knowledge and skills</b> (e.g., language knowledge, language learning strategies, reading strategies, vocabulary building strategies) <b>to new contexts</b>	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
<b>Making connections within and between various contexts</b> (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

