



WELCOME TO ESL D

COURSE OUTLINE

Course Title: English as a Second Language, ESL Level 4, Open

Course Developer: Jasprit Singh

Development Date: September 2020

Ministry Course Code: ESLDO

Course Type: Open

Course Hours: 110

Department: English

Policy Document: *English as a Second Language and English Literacy Development, Ontario Curriculum, 2007 (Revised)*

<http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>

Required Resources:

- You will require a computer/laptop and equipment to record videos (webcam/mic)
- Word and PowerPoint processing software (e.g. Microsoft *Word*TM, Mac *Pages*TM, or equivalent)
- Research database (Google, Baidu, Bing etc.)

Resources provided by Virtual High School:

- This course is entirely online and does not require or rely on any textbook.
- Supplemental readings will be provided
- Novel and other required readings will be provided/ information will be given on where to access material

Course Description

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Overall Expectations:

Listening and Speaking

- demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
- use correctly the language structures appropriate for this level to communicate orally in English



- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Reading

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

Writing

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

Socio-Cultural Competence and Media Literacy

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

Course Evaluation

Term & Unit Summative Evaluation (In-class exercises, assignments, worksheets, etc.) - Knowledge & Understanding (20%) - Thinking & Inquiry (15%) - Application (15%) - Communication (20%)	70%
Summative Unit Evaluations - Major unit project	30%
Total	100%



Units

Unit One (22 hours): Exploring and living in Canada

In this unit students will be introduced to various topics relating to Canada and Canadian life. Students will explore communities, regions, occupations and various other concepts all relating to life in Canada. Students will complete tasks and activities that will help them for their assessments. Students will also be introduced to grammar, punctuation and writing skills that will help them complete tasks and assessments.

Unit Two (22 hours): Essay Writing

Students will review and practice writing paragraphs and academic essays. Students will first focus on root words, prefix, suffix and sentence structure. Students will then be introduced to various forms of writing including, narrative, descriptive, expository and persuasive writing. Students will be required to write a formal essay for each writing style.

Unit Three (22 hours): Greek Mythology in short stories

In this unit, students will read and listen to a variety of Greek Mythology short stories. While listening to and reading these stories, students will learn about several English language structures, literary elements, as well as how to pronounce words more accurately. Students will complete daily tasks and activities that discuss Greek Gods and Goddesses which will help them complete the unit summative and test.

Unit Four (22 hours): Media Studies

In this unit of this course, students will learn how both simple and complex media texts are created to suit particular purposes and audiences and how these media texts convey their overt and implied messages. Students will have an opportunity to explore various media concepts in films, advertisements, the news and Internet privacy and security. Students will complete a variety of tasks and activities that will help them complete the unit summative project.

Unit Five (20 hours): Novel Study – The Outsiders

Students will read the novel together as a class and engage in daily textual analysis. They will focus on story, character, and thematic development. The novel unit will also provide students many opportunities to develop their critical literacy, oral presentation skills, and essay-writing abilities.

Final (2 hours): Culminating Project

Students will complete a culminating project that will be assigned midway in the course. There will be a written and oral component.

TEACHING AND LEARNING STRATEGIES:

A variety of teaching and learning strategies are used to allow students many opportunities to attain the necessary skills for success in this course and in future studies. In all activities, consideration will be taken to ensure that individual student's multiple intelligences and learning strengths are addressed through the use of varied and multiple activities in each lesson.

Oral Presentations (recorded)	Goal setting & Feedback	Lectures
Chapter Questions	Brainstorming	Researching
Note-taking	Forum discussions	Self-Reflection
Assessment questions/assignments	Peer-Editing	Organizational Strategies

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the Ministry of Education's *Growing Success* policy document, which articulates the Ministry's vision for how assessment and evaluation is practiced in Ontario schools.

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product KWL Charts Peer/Self Assessments	Student Product Chapter Questions Study Guides Textual Notes Writing Exercises	Student Product Essays (rubric) Novel review (rubric)
Observation Writing Portfolio Peer/Self Reflections Anecdotal Notes of Observation	Observation Directed Reading Creative Media Research Process Graphic Organizers	Observation Creative Media Tasks (Rubric) Presentations (Rubric)
Conversation Descriptive Feedback	Conversation Online Forum Discussions Oral Questioning Listening Activities	Conversation Presentations (Rubric)

Growing Success describes the three assessment types as follows:

- Assessment as Learning: focuses on the explicit fostering of students' 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.



- Assessment for Learning: the process of 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.
- Assessment of Learning: the assessment that becomes public and results in statements or symbols about how well students are learning.

PLAGIARISM

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 plagiarized term work will be penalized and could result in a mark of zero.