|  | **Course Outline and Evaluation Summary**  Course Code: ESLEO8  Title of Course: English As a Second Language Level E  Department: English As a Second Language | **2022-2023**  416-395-3210 |
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| **Course Description** |
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| 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. |

| **Course Evaluation** | | | | | |
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| Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | 21% | Reading | 30% | 10% | Culminating Task |
| 21% | Writing |
| 14% | Listening and Speaking | 20% | Final Exam |
| 14% | Socio-cultural Competence and Media Literacy |

| **Learning Skills** |
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| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials** |
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| Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. |

| **School/Departmental/Classroom Expectations** |
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| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is their responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

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| **Course Assessment Tasks** | | | |
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| **Unit/Topic** | **Big Ideas** | **Major Assignments / Evaluations** | **Estimated Duration** |
| Unit 1: All About Me  Introductory exercise  Introducing students to EHSS | In this unit, students will be able to communicate in writing and orally about who they are. Students will also have the opportunity to get to know their fellow classmates and, in turn, this will allow the teacher to get to know them. Students will also learn how to communicate appropriately with their peers in a variety of social and classroom contexts. Students will gain knowledge about their school and the Ontario Secondary School System. Students will also be given the study skills they need to help them be successful. | Spontaneous Conversation  Diagnostic Testing | 10-20 hours |
| Unit 2:  Short Stories/Poetry /Mythology  A Man Who had No Eyes  A Secret Lost in the Water  Good Neighbors  Story of an Hour  Greek and Roman Mythology  Poetry | In this unit, students will learn to read various  short stories, myths and poems. Students will  have the opportunity to learn and expand  some of the literary elements of a short story.  Students will learn different reading strategies  to understand the text thoroughly. | Literary Terms Quiz  Reading and Writing Quizzes  Vocabulary Quizzes  Poetry Assignment  Oral retelling of a Story Assignment  Reading Comprehension Questions  Unit Test  Listening test | 10-20 hours |
| Unit 3: Novel Study  *Whiteout*  Persepolis  *Lesson Before Dying*  *The Pearl* | In this unit, students will read a novel. Students will use the reading strategies taught to them to be able to communicate what they have read in class. Students will also be able to apply the literary terms taught to them in the previous unit. | Vocabulary Quizzes  Five Paragraph Essay  Written/Oral Skit Presentation Assignment  Reading and Writing Quizzes  Unit Test on the Novel | 10-20 hours |
| Unit 4:  Play | Students will study William Shakespeare’s *Romeo and Juliet* | Reading Comprehension questions  Quizzes  Unit Test  Five paragraph essay | 10-20 hours |
| Unit 5: Socio-cultural and Media Component  American-Canadian Relations  or  Media: Photo Essay | In this unit students learn about :  Exploring the relationship between the United States and Canada during the 20th Century  The Jail–A Photo Essay | Powerpoint Presentation  Writing a Photo Essay | 10-20 hours |
| Unit 6:  Integrated Grammar | Students will learn to correctly use the grammatical structures and conventions of written English that are appropriate for this level. This unit is intertwined with all the other units as opposed to being taught separately as this allows students the opportunity to apply it to their written work. Grammatical structures that will be explored include: nouns, pronouns, verbs, adjectives, adverbs and transitional words. | Evaluated during the reading comprehension and writing units. | interwoven |
| Unit 7:  Summative Activity  Culminating Tasks:  Novel Presentation  In-class exam | Students will successfully be able to write a scaffolded five paragraph essay. In this writing piece students should be able to organize and link their ideas by using appropriate grammar and punctuation. Students will read and show comprehension of a reading passage. Students will also create a presentation. | Presentation on an independent novel  Reading Comprehension Exam  Writing Exam | 10-20 hours |