



TORONTO WORLD SCHOOL

Course Outline

Department: English

Course Developer: Simon Gallo

Course Development Date: April 2024

Course Reviser/revision date: TBD

Course title/grade/course type: English as a Second Language

Ministry Course Code: ESLBO

Credit Value: 1

Credit Hours: 110 Hours

Developed from:

Ontario Curriculum, Grades 9-12, English as a Second Language, 2007

Prerequisite: ESLAO or placement test

Course Description

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Overall Curriculum Expectations

I. Listening and Speaking

Students will:

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

II. Reading

Students will:

- 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

III. Writing

Students will:

- write in a variety of forms for various 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.

IV. Socio-cultural Competence and Media Literacy

Students will:

- 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 works

Unit Outlines:

<i>Unit Title</i>	<i>Content</i>	<i># of Hours</i>
<p>Unit 1: “Food and Substance”</p> <p>16-27 September, 2013</p> <p>*Portfolio is ongoing throughout the course.</p>	<p>Student-Teacher Introductions Topics: Eating habits of North Americans, Groceries, Cooking Word associations and relations Strategies/Resources for Success Assignments and Tests: Journal (daily free writing) and other portfolio entries Writing Conventions Test (1) Grammar: Possessive forms of singular/plural nouns Articles a, an, the, or no article Possessive Pronouns and reflexive pronouns Gerunds for activities and pastimes Simple past for low frequency irregular verbs There was/were + 5ws Period with high-frequency abbr. High frequency parts of speech</p>	27 hours
<p>Unit 2: “Habit and Balance”</p> <p>30 September- 7 October, 2013</p>	<p>Topics: Habits and Routines Responding to Teachers and Peers Non Verbal Communication The Classroom Academic/Personal/Community Differences in behaviour Assignments and Tests: Student-Teacher Conference Individual Presentation: topics TBA Reading Test (2) Grammar: Modals: have to, must, can Low frequency parts of speech Would like + noun phrase Compound Sentence with and, but, or, etc Comparative/Superlative forms + more/most Irregular Forms + Comparative/Superlative Adverbs of manner Conjunction: so, since, etc Be in simple past negation</p>	27 hours
<p>Unit 3: “Self and</p>	<p>Topics: Regional Differences</p>	26 hours

<p>Society in Canada”</p> <p>8-18 October 2013</p>	<p>Citizenship- Levels of Government Current Issues in Canada and the World Diverse Societies</p> <p>Assignments and Tests: Biographical letter</p> <p>Grammar: Past progressive A little, a lot of, much, many like/unlike, similar/different from With simple/literal phrasal verbs Direct speech Indirect Speech Comma, for items in a list and direct speech Quotation marks Nouns + 2 adj</p>	
<p>Unit 4: “Media Literacy and Awareness”</p> <p>21 October-1 November, 2013</p>	<p>Topics: Types of Media TAP (Topic, Audience, Purpose) Sources of Information Creating Media Texts</p> <p>Assignments and Tests: News report Media Project</p> <p>Grammar: Compound Nouns Future with going to Infinitive forms after want, start, like First, secondly, in the beginning, as well, next, finally Inverted word order with do, can Negative imperative</p>	26 hours
<p>Exam Review and Final Evaluation</p>	<p>Final Evaluation: Final exam Student-teacher conference</p>	4 hours
<p>Total</p>		110 Hours

Teaching and Learning Strategies actually used in the classroom are indicated below and reflected in classroom instruction. The strategies used are varied to meet the needs and the range of learning styles encountered and they include the following:

Course Specific	Language	Collaborative
Direct Instruction Work and task sheets Homework	Oral presentation Class Discussion Small group discussion	Cooperative learning Peer-evaluation Brainstorming

Independent reading and study Guided Reading Information Analysis Research Portfolio Reflection Presentation Decision making Organizational Diagrams Peer/Self Evaluation	Teacher-student conferencing Peer-evaluation Personal response notes Reading and answering questions Analysis	Group discussion Student-teacher conferencing
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Strategies for Assessment and Evaluation of Student Performance:

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. For example, students will learn the 3 cueing systems for reading as an assessment for learning activity—they will see an organized breakdown of the way that people read. In depth policy information can be found in *Growing Success*.

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods.

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <input type="checkbox"/> Journals (checklist) <input type="checkbox"/> Questionnaires (checklist)	Student Product <input type="checkbox"/> Assignment <input type="checkbox"/> Pre-tests (scale/rubric) <input type="checkbox"/> Rough drafts (rubric) <input type="checkbox"/> Peer feedback (anecdotal/checklist) <input type="checkbox"/> KWL (anecdotal) <input type="checkbox"/> Vocabulary Logs (anecdotal)	Student Product <input type="checkbox"/> Assignment (rubric) <input type="checkbox"/> Tests (scale/rubric) <input type="checkbox"/> Exam <input type="checkbox"/> Reports/response (rubric) <input type="checkbox"/> Portfolio (rubric)
Observation <input type="checkbox"/> Whole class discussions (anecdotal)	Observation <input type="checkbox"/> Class discussions (anecdotal)	Observation <input type="checkbox"/> Presentations (rubric)

Articles (checklist)	<input type="checkbox"/> Performance tasks (anecdotal/scale)	
Conversation <input type="checkbox"/> Student teacher simulation (checklist) <input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist)	Conversation <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric) <input type="checkbox"/> Articles (anecdotal)	Conversation <input type="checkbox"/> Student teacher conferences (checklist)

The Final Grade: The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English as a Second Language. The distribution of marks into a grade is based on the departmental assessment and evaluation guide for the course and will reflect the student's most consistent level of achievement where appropriate. Comments on the development of learning skills and contributions to the course will be provided on reports. Ethical professional judgment will be used in assessing and evaluating student work, which will be reflected as much as possible in the success criteria studied in class. Term work will be 70% of the overall grade for the course; the final evaluation will be 30% of the overall grade, incorporating a student-teacher conference and a final written examination at the end of the term.

Categories of Mark Breakdown		Weighting
Unit 1	Reading/Writing Test (SP)	10%
Unit 2	Presentation (OBS)	10%
	Reading Test (SP)	11%
Unit 3	Biographical Letter (SP)	12%
Unit 4	News Report (SP)	13%
	Media Project (SP/CONV)	14%
Final Evaluation: Exam <ul style="list-style-type: none"> • Student-teacher conference 10% (CONV) • Final Examination 20% (SP) 		30%
Total Course Percentage = 70% coursework and 30% Final Evaluation		100.00%

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement		
Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

The final grade will be comprised of roughly the following weighting:

Knowledge/Understanding 25%	Thinking/Inquiry 25%	Communication 25%	Application 25%
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Consideration of Program Planning

English language learners: As our school can have multilingual student population, special accommodation will be made to bring a rich diversity of background knowledge and experience to the classroom.

TWS courses can provide a wide range of options to address the needs of ESL/ELD students. Assessment and evaluation exercises will help ESL students in mastering the English language. In addition, since all occupations require employees with a wide range of English skills and abilities, many students will learn how the operation of their own physical world can contribute to their success in their social world. The student whose first language is not English enters Ontario Secondary schools with diverse linguistic and cultural backgrounds. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development. Teachers must incorporate appropriate strategies for instructions and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the course expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the

necessary support from the teacher;

- use of a variety of instructional strategies (e.g., extensive use of visual cues, scaffolding, manipulatives, pictures, diagrams, graphic organizers; attention to clarity of instructions);
- modelling of preferred ways of working in English; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; simplification of language used in problems and instructions; use of oral interviews, learning logs, portfolios, demonstrations, visual representations, and tasks requiring completion of graphic organizers or cloze sentences instead of tasks that depend heavily on proficiency in English).

Literacy education: Communication skills are fundamental to the development of literacy. Fostering students' communication skills is an important part of the teacher's role in the curriculum. When students read they need to understand vocabulary and terminology. Students are encouraged to use language with care and precision in order to communicate effectively. Students are encouraged to ask questions to their peers/teachers and to also be proactive with solving their own questions.

The role of information and communications technology: Information and communication technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' learning. Teachers can use ICT tools and resources both for whole-class instruction and to design programs that meet diverse student needs. Technology can help to reduce the time spent on routine tasks, allowing students to devote more of their efforts to thinking and concept development.

Information technology is considered a learning tool that must be accessed by students when the situation is appropriate. As a result, students will develop transferable skills through their experience with word processing, internet research, and presentation software, as would be expected in any environment.

Technology also makes possible simulations of complex systems that can be useful for problem-solving purposes or when field studies on a particular topic are not feasible.

Information and communications technologies can be used in the classroom to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Although the Internet is a powerful electronic learning tool, there are potential risks attached to its use. All students must be made aware of issues of Internet privacy, safety, and responsible use, as well as of the ways in which this technology is being abused – for example, when it is used to promote hatred.

Teachers, too, will find the various ICT tools useful in their teaching practice, both for whole class instruction and for the design of curriculum units that contain varied approaches to learning to meet diverse student needs.

Equity and Inclusive Education: The TWS equity and inclusive education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community - regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors - are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the TWS community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. In addition, TWS differentiates the instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

PLAGIARISM/CHEATING

Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay. Cheating is pointless. You are only cheating yourself.

Missed and Late Assignments Policy

Teachers will make it Clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional

judgment, it is reasonable and appropriate to do so.

- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parent/guardians will be informed in a timely fashion via phone call, face to face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments. **If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

Resources:

Growing Success: Assessment Evaluation and Reporting in Ontario Schools, First Edition
Covering Grades 1-12

Jean Yates, *Practice Makes Perfect, English vocabulary for beginning ESL Learners* (McGraw-Hill, 2006)

MacMillan, *Smash Grammar Level 1*

Manga Shakespeare and theatrical Shakespeare excerpts

3 Cueing Systems

Community flyers

Grocery, employment and housing flyers

Rong-Chang.com, various stories

Songs: Captain Beefheart and his Magic Band, "Flower Pot"

Tom Waits, "Hoist that Rag"

Chopin, "Etude in C Minor"

John Coltrane, "Chronic Blues"

*add to or change these

Video/ film clips: To be determined by the teacher

Poems: To be determined by the teacher

Student Portfolios and selections

Various news articles from online or print sources

Attendance Policy:

Consistent log-in is crucial to a student's success in Toronto World School's online program. The guidelines of the Ministry of Education require that students receive at least 110 hours of scheduled instruction time for each credit course. Attendance patterns will be monitored to ensure a student is actively logging into their course.

Students who have not completed the course within 12 months of enrolment will be automatically removed from the course. Only under extenuating circumstances, with proper documentation and the permission of the Principal, can a student be reinstated.

Acceptable Online Use Policy

Toronto World School uses the ConnectED Integrated Learning Platform and is intended for educational purposes only. The use of this program or any tools within TWS systems, other than for educational purposes, is strictly prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, cyber-bullying or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If TWS online programs are deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for educational use.

Hardware/software requirements:

Hardware:

- PC running Windows 8 or higher
- Mac running Apple OS X or higher
- Chromebook running Chrome OS

High speed internet is recommended with access to a computer with the following:

- A processor of 2GHz or faster
- 4 GB RAM or greater
- A high speed internet connection of 1.5 MB/s or faster
- Keyboard and mouse
- Headphone/Speakers/Microphone/Camera

Recommended Software:

- Adobe Reader, Shockwave, Flash Player, Java, Office suite

Browser:

- Mozilla Firefox 4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher

