



TORONTO WORLD SCHOOL

## Course Outline

**Department:** English

**Course Developers:** Simon Gallo

**Course Development Date:** April 2024

**Course Reviser/revision date:**

**Course title/grade/course type:** English as a Second Language, the Ontario Curriculum, Grades 9 to 12, 2007 Revised

**Ministry Course Code:** ESLCO

**Credit Value:** 1

**Credit Hours:** 110 Hours

**Developed from:** Ontario Curriculum, Grades 12, English as a Second Language, 2007

**Prerequisite:** ESLBO or placement test

## **Course Description**

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

## **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

## Outline of the Course Strands

<i>Strand</i>	<i>Content</i>
<b>Reading</b>	In terms of reading, students will engage in a variety of reading activities focusing on determining meaning, responding to, and evaluating texts. In particular, they will examine the elements of some text forms such as short stories and reports. They will develop reading comprehension and vocabulary building strategies. In addition, students will develop research skills and practice critical thinking.
<b>Writing</b>	Students will develop the writing skills appropriate for this level. More specifically, they will develop accuracy in their writing in focusing on grammatical structures, conventions of Standard English, and spelling strategies. Every class will have a writing conventions component. In addition, students will engage in the writing process as they organize their ideas to write for different purposes.
<b>Speaking</b>	Students will develop fluency and accuracy in speaking by practicing the pronunciation of various sounds, and by engaging in discussion on a regular basis, using conversational strategies and presenting ideas to the class.
<b>Socio-Cultural Competence</b>	Students will learn how to use English in socially and culturally appropriate ways through the study of the Canadian way. In particular, students will examine some aspects of Canada's history and its relationship with the United States of America. Moreover, students will demonstrate knowledge of a variety of key facts about Canadian citizenship, social programs, and levels of government. They will also compare and contrast the traditions and behavioral norms of a number of cultural communities in Canada. In addition, students will learn how to adapt to school life in Ontario by developing knowledge of the school system and resources available to support learning. They will develop study skills and appropriate strategies for participating in cooperative learning so that they can successfully achieve their academic goals and accomplish group tasks. •
<b>Media Literacy</b>	In this strand, students will develop their media knowledge and skills. They will examine a variety of texts to see their influence on society, analyze them for differing

	<p>perspectives, and design their own media texts considering their purpose and audience.</p> <ul style="list-style-type: none"> <li>viewing media texts, discussing embedded values, and determining media bias and the use of loaded language</li> </ul>
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**Unit Outlines:**

<i>Unit Title</i>	<i>Content</i>	<i># of Hours</i>
<b>Unit 1: Short Fiction/Non Fiction</b>	This unit will focus on developing reading skills and awareness of a variety of text forms and conventions. Language and writing development in this unit focuses on role plays and dialogues, summaries, and recognizing devices that author’s use to convey meaning. Decoding vocabulary will also be a focus of this unit.	28 hours
<b>Unit 2: Canadian Diversity and Citizenship</b>	Students will be introduced to aspects of Canadian citizenship and diversity. In particular, the Aboriginal contribution to creating and building Canada will be discussed. This includes an insightful introduction to history, geography, literature, art, and social policy. These will be viewed through the lens of the media forms in which they are presented Students will also focus on orally presenting information and sharing opinions about before mentioned topics and constructing media texts to demonstrate their understanding.	23 hours
<b>Unit 3: Novel Study</b>	Students will be introduced to S.E. Hinton’s “The Outsiders.” Continuing to build a rich vocabulary will be a focus of the unit by using strategies to organize thoughts. In addition, they will demonstrate reading comprehension skills through pulling meaning out from the text.	23 hours
<b>Unit 4: Writing Conventions (ongoing)</b>	Writing conventions will focus mainly on the construction of intermediate level English through cooperative and independent activities. Proper sentence structure, purposeful vocabulary, and audience consideration will be of primary importance. Additionally, students will learn to revise and reflect on their own writing in addition to peer writing. This unit is ongoing throughout the course.	30 hours

<b>Exam Review and Final Evaluation</b>	Review, written and oral examination	6 hours
<b>Total</b>		<b>110 Hours</b>

**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:**

<b>Course Specific</b>	<b>Language</b>	<b>Collaborative</b>
Direct teaching Teaching notes Work and tasks sheets Homework Independent reading Guided Reading Research Reflection Presentation Decision making Organizational Diagrams Peer/Self Evaluation	Oral presentation Class Discussion Small group discussion Teacher-student conferencing Peer-evaluation Personal response notes Reading and answering questions	Cooperative learning Peer-evaluation Brainstorming Group discussion Student-teacher conferencing

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

## 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
<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Journals (checklist)</li> <li><input type="checkbox"/> Assessment Quiz (scale/rubric)</li> <li><input type="checkbox"/> Questionnaires (checklist)</li> <li><input type="checkbox"/> Ticket In Cards (anecdotal)</li> </ul>	<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Pre-tests (scale/rubric)</li> <li><input type="checkbox"/> Quizzes (scale/rubric)</li> <li><input type="checkbox"/> Rough drafts (rubric)</li> <li><input type="checkbox"/> Portfolios (rubric)</li> <li><input type="checkbox"/> Peer feedback (anecdotal/checklist)</li> <li><input type="checkbox"/> Exit Cards/Reflections (anecdotal)</li> <li><input type="checkbox"/> KWL (anecdotal)</li> <li><input type="checkbox"/> Vocabulary Logs (anecdotal)</li> </ul>	<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Tests (scale/rubric)</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Reports/response (rubric)</li> <li><input type="checkbox"/> Final Reflection (scale/rubric)</li> </ul>
<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class discussions (anecdotal)</li> <li><input type="checkbox"/> Self-proofreading (checklist)</li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussions (anecdotal)</li> <li><input type="checkbox"/> Performance tasks (anecdotal/scale)</li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation (rubric)</li> </ul>
<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Small Group Discussions (checklist)</li> <li><input type="checkbox"/> Pair work (checklist)</li> <li><input type="checkbox"/> Debate (anecdotal)</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Small group discussions (checklist)</li> <li><input type="checkbox"/> Pair work (anecdotal)</li> <li><input type="checkbox"/> Peer-feedback (anecdotal)</li> <li><input type="checkbox"/> Oral pre-tests (scale/rubric)</li> <li><input type="checkbox"/> Oral quizzes</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher simulation (checklist)</li> <li><input type="checkbox"/> Oral Test (scale/rubric)</li> </ul>

	(scale/rubric)	
	<input type="checkbox"/> Debate (Anecdotal)	

*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. Term work will be 70% of the overall grade for the course; the final evaluation will be 30% of the overall grade, incorporating conversation activities and a final written examination at the end of the semester.

Categories of Mark Breakdown	
5%	Journal Responses Student Product
7%	Unit 1 Presentation All About Me Observation
9%	Writing Conventions Test 1 Student Product
10%	Unit 2 Aboriginal Myth Presentation Observation
12%	Writing Conventions Test 2 Student Product
13%	Unit 3 Short Story Student Product
14%	Writing Conventions Test 4 Student Product Conversation Q&A
30%	Final Assessment: Exam <ul style="list-style-type: none"> <li>• Student Product – written exam 20%</li> <li>• Conversation – Oral test 10%</li> </ul>

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 the</i>

		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 include the approximate 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.

### **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

- *From Near and Far: Short Fiction for ESL* by John Sivell
- ESL worksheets from [bogglesworldesl.com/](http://bogglesworldesl.com/)
- S.E. Hinton, *The Outsiders*
- *Discover Canada: The Rights and Responsibilities of Citizenship*. Citizenship and Immigration Canada. Study Guide, 2012.
- Various handouts and worksheets provided by the teacher
- General Writing Help: <http://owl.english.purdue.edu/owl/section/1/>
- MLA Help: <http://owl.english.purdue.edu/owl/resource/747/01/>
- ESL Help: <http://owl.english.purdue.edu/engagement/3/>

### **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 Firefox4 or higher, Internet Explorer 7 or higher, Safari 5 or higher, Google Chrome 11 or higher