



TORONTO WORLD SCHOOL

COURSE OUTLINE

Department: ENGLISH

Course Developer: Simon Gallo

Development Date: May 2023

Course Title: English as a Second Language

Grade: Level 5

Course Type: Open

Course Code: ESLEO

Credit Value: 1.0

Credit Hours: 110 hours

Revised by: TBD

Revision Date:

Developed From: The Ontario Curriculum Grades 9-12, ESL and ELD 2007 (revised)

Prerequisite: ESLDO or Placement test

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.

OVERALL CURRICULUM EXPECTATIONS

Overall Expectations

LISTENING AND SPEAKING

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

READING

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

WRITING

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

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

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

OUTLINE OF COURSE CONTENT

Unit	Title	Time
1	Grammar <ul style="list-style-type: none"> • In this unit students will study and practice English grammar appropriate to the level • Students will practice in both speaking, reading and writing • Students will be quizzed and tested on grammar 	20 hours
2	Canadian Culture, Systems and Issues <ul style="list-style-type: none"> • In this unit students will learn about Canada's rich and diverse history, Canadian geography, citizenship • Students will understand Canadian diversity • Students will explore the Ontario school system and community resources and strategies for student success 	24 hours
3	Studies in Canadian Fiction and Nonfiction <ul style="list-style-type: none"> • This unit will focus on developing reading skills and awareness of a variety of text forms and conventions. Students will read, analyze and respond to a variety of texts. Students will understand the various types of media outlets. Students will focus on newspaper and magazine advertisements and the features of these forms of media texts. 	32 hours
4	Cultural Diversity <ul style="list-style-type: none"> • This unit is primarily focused on developing oral and written communication skills. Students will complete a research report on Canadian culture and create a media presentation to present their findings to the class 	30 hours
	Final Evaluation <ul style="list-style-type: none"> • Students will be assessed on their listening and speaking skills in a student-teacher conference • Students will also complete a written exam to assess their reading, writing, media literacy and socio-cultural competence. 	4 hours
	Total:	110 hours

Teaching/Learning Strategies

The strategies used are varied to meet the needs and range of learning styles encountered, and include the following:

Lecture Practice and Drill Workbook/Work Sheets Homework	Oral Presentation Discussion Read Aloud Note Making	Games Peer Teaching Computer-Assisted Learning
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Independent Reading Independent Study Memorization Demonstration Review	Portfolio Oral Explanation	Brainstorming Group Discussion
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STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE:

Assessment and Evaluation

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. The tools highlighted in yellow will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
<p>Student Product</p> <p><input type="checkbox"/> Journals/Letters/Emails (checklist)</p> <p><input type="checkbox"/> Learning Logs (anecdotal)</p> <p><input type="checkbox"/> Entrance tickets</p> <p><input type="checkbox"/> Exit tickets</p>	<p>Student Product</p> <p><input type="checkbox"/> Assignment</p> <p><input type="checkbox"/> Journals/Letters/Emails (checklist)</p> <p><input type="checkbox"/> Pre-tests (checklist/scale/rubric)</p> <p><input type="checkbox"/> Quizzes (scale/rubric)</p> <p><input type="checkbox"/> Rough drafts (rubric)</p> <p><input type="checkbox"/> Portfolios (rubric)</p> <p><input type="checkbox"/> Posters (rubric/scale)</p> <p><input type="checkbox"/> Graphic organizers (scale)</p> <p><input type="checkbox"/> Peer feedback (anecdotal/checklist)</p> <p><input type="checkbox"/> Reports (rubric)</p> <p><input type="checkbox"/> Essays (rubric)</p> <p><input type="checkbox"/> Webbing/Mapping (rubric/scale)</p> <p><input type="checkbox"/> Entrance ticket</p> <p><input type="checkbox"/> Vocabulary notebooks (anecdotal)</p> <p><input type="checkbox"/> Visual Thinking Networks (rubric)</p>	<p>Student Product</p> <p><input type="checkbox"/> Assignment (rubric)</p> <p><input type="checkbox"/> Journals/Letters/Emails (checklist)</p> <p><input type="checkbox"/> Tests (scale/rubric)</p> <p><input type="checkbox"/> Exam</p> <p><input type="checkbox"/> Rough drafts (rubric)</p> <p><input type="checkbox"/> Portfolio (rubric)</p> <p><input type="checkbox"/> Posters (rubric/scale)</p> <p><input type="checkbox"/> Graphic organizers (scale)</p> <p><input type="checkbox"/> Reports (rubric)</p> <p><input type="checkbox"/> Essays (rubric)</p> <p><input type="checkbox"/> Visual Thinking Networks (rubric)</p>

Observation <ul style="list-style-type: none"> <input type="checkbox"/> Whole class discussions (anecdotal) <input type="checkbox"/> Self-proofreading (checklist) 	Observation <ul style="list-style-type: none"> <input type="checkbox"/> Class discussions (anecdotal) <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (anecdotal/scale) 	Observation <ul style="list-style-type: none"> <input type="checkbox"/> Debate (rubric) <input type="checkbox"/> PowerPoint presentations (rubric) <input type="checkbox"/> Performance tasks (rubric)
Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small Group Discussions (checklist) <input type="checkbox"/> Pair work (checklist) <input type="checkbox"/> Debate (rubric) 	Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (checklist) <input type="checkbox"/> Small group discussions (checklist) <input type="checkbox"/> Pair work (anecdotal) <input type="checkbox"/> Peer-feedback (anecdotal) <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric) <input type="checkbox"/> Oral quizzes (scale/rubric) 	Conversation <ul style="list-style-type: none"> <input type="checkbox"/> Student teacher conferences (rubric) <input type="checkbox"/> Question and Answer Session (checklist) <input type="checkbox"/> Oral tests (scale/rubric) <input type="checkbox"/> Oral Presentation with question and answer session

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. Term work will be 70% of the overall grade for the course; the final evaluation will be 30%.

Percentage of Final Mark	Categories of Mark Breakdown
	10 % Unit 1: Test / Oral Test STUDENT PRODUCT/CONVERSATION
	10% Unit 2: Assignment / Presentation STUDENT PRODUCT / OBSERVATION
	12% Unit 3: Conference CONVERSATION

70% Term Work	12% Unit 3: Presentation OBSERVATION
	13% Unit 4: Assignment STUDENT PRODUCT
	13% Unit 4: Presentation OBSERVATION
30% Final Evaluation	10% Question and Answer CONVERSATION
	20% Written Exam STUDENT PRODUCT

Within the 70% term mark and the 30% final mark, the breakdown of the achievement chart categories will be approximately 25% Knowledge/Understanding, Application 25%, Communication 25%, and Thinking/Inquiry 25%.

PROGRAM PLANNING CONSIDERATIONS

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

- *Discover Canada: The Rights and Responsibilities of Citizenship.* Citizenship and Immigration Canada. Study Guide, 2012.
- Various handouts and worksheets provided by the teacher
- Thetorontostar.com
- 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/>
- ONTESOL's *The Study of English Grammar*

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