

Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

ESLA/BO: Open

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: English as a Second Language
- Course title: English in Daily Life, ESL Level 1 & 2, Open (ESLAO, ESLBBO) Credit Value 1.0
- Prerequisites(s) and co-requisite(s) for ESLBO: ESL Level 1 (ESLA) or equivalent
- Textbook(s) and resource materials that are essential to the course:
Sadako and the Thousand Paper Cranes, Meiko and the Fifth Treasure, Voices Past and Present, (other books will be distributed as needed)

2. Overall Goals

- Course Description:
This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.
- Overall Expectations in the areas of Oral and Visual Communication; Reading; Writing, Social and Cultural Competence. By the end of the course, students will:
 - **in Oral and Visual Communication:**
 - * participate in conversations on familiar topics in some social situations;
 - * recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
 - * understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
 - * communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
 - * use appropriately some features of language that indicate different levels of formality in English;
 - * demonstrate comprehension of key information from media works.
 - **in Reading:**
 - * respond to a range of short fiction and non-fiction texts, using a variety of strategies;
 - * choose reading materials for study and personal enjoyment, with teacher guidance;
 - * demonstrate knowledge of English vocabulary related to classroom studies;
 - * read texts with familiar content or vocabulary, using a variety of reading strategies;
 - * choose appropriate resources from preselected materials for use in teacher-directed assignments.
 - **in Writing**
 - * write in a variety of forms;
 - * use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
 - * use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

- **in Social and Cultural Competence**
 - * demonstrate understanding of and respect for the wide variety of cultures and languages in Canada;
 - * demonstrate knowledge of a variety of facts about Canadian culture, geography, and history;
 - * participate in some school and community activities;
 - * demonstrate adaptation to school norms, key teacher expectations, and classroom routines.
- Specific Curriculum Expectations
Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912curr.pdf>
- Course content:

Unit Titles and Time

Unit 1	Tell Me a Story	4 weeks
Unit 2	Survive and Thrive	4 weeks
Unit 3	Canada: How It Works	4 weeks
Unit 4	Searching for Answers	4 weeks
Unit 5	Global Citizens	4 weeks

3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum*: Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Regardless of their post secondary destination, all students need to realize that literacy skills are employability skills.
- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an

opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used:

Unit Titles, Suggested Assessments and Evaluations, and Time

Unit 1	Tell Me a Story – Vocabulary Quizzes, Content Tests, Group Presentations	Approx. 3 rd and 4 th weeks
Unit 2	Survive and Thrive – Interviews, Group Presentations, Journal Response, Paragraph writing	Approx. 7 th and 8 th weeks
Unit 3	Canada: How It Works – Role Play, Content/Grammar Quizzes, Group Presentations, written response	Approx. 11 th and 12 th weeks
Unit 4	Searching for Answers – Media Project, Individual and Group Presentations	Approx. 16 th week
Unit 5	Global Citizens – Group Media Project, Collected Writing Portfolio	Approx. 19 th week

With the exception of Unit 5, the above represent the **70% term mark**. The **30% summative mark** will consist of 10% for the Collected Writing Portfolio, 10% for the Group Media Project, and 10% for a Final Individual Interview/Presentation.

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students’ achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Oral and Visual Communication	Reading	Writing	Social and Cultural Competence
30%	20%	20%	30%

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student’s 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students’ grades will most likely change when the students’ entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. Teacher-Specific Information

Teacher: Ms. Boxer, chana.boxer@tdsb.on.ca

Extra Help: Available for extra help by appointment either before or after school.

Classroom: 245

Office Number: 244 (ESL office)

Phone Number: Forest Hill C.I. (416) 393-1860 ext. 20140