Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

ESLDO: 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, 2007*, 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: ESL Level 4, Open. (ESLDO). Credit Value 1.0
• Prerequisites(s) and co-requisite(s): ESL Level 3 (ESLC) or equivalent
• Textbook(s) and resource materials that are essential to the course:
Road to Chlifa, Red Scarf Girl, In Your Own Words, (others to be distributed in class)

2. Overall Goals
• Course Description:
  This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communications skills through participation in informal debates and seminars, and extend their range of research skills.

• Overall Expectations in the areas of Listening and Speaking; Reading; Writing, Socio-Cultural Competence and Media Literacy. By the end of the course, students will:
  • in Listening and Speaking:
  * 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.

  • in Reading:
  * 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.

  • in Writing
  * write in a variety of forms for different 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.

  • in Socio-Cultural Competence and Media Literacy
  * 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 texts.

• 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:

Units: Titles/Focus and Times

Unit 1	Coming of Age – Course Introduction, Short Stories, Poetry	6 weeks
Unit 2	Journeys to Freedom – Novel Study, ISU	6 weeks
Unit 3	It's Your Right! – Non-Fiction Writing, Rights and Responsibilities of Canadian Citizenship	3 weeks
Unit 4	Unsung Heroes – Biographies, Famous Canadians	3 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:

Units: Titles, Suggested Assessments and Evaluations, and Times

Unit 1	Coming of Age – Vocabulary Quizzes, Sight Passage Test, Presentations, Written Responses	Approx. 3rd and 4th weeks
Unit 2	Journeys to Freedom – Reading Logs, Cooperative Learning Activity, Content Quizzes and Test, Literary Essay, Seminar Presentations	Approx. 7th, 8th and 9th weeks, as well as 17th week for ISU
Unit 3	It's Your Right! – Research Project, Media Assignment, Informal Debate, Unit Test	Approx. 12th and 14th weeks
Unit 4	Unsung Heroes – Research Presentation, Written Report, Media Presentation,	Approx. 18th week

The above assessments will make up the **70% of term work**. The **30% summative evaluation** will be made up as follows: 10% will be based on the independent book report assigned in Unit 2, 10% will be the biography project assigned in Unit 4, and the remaining 10% will be allotted to a final written exam scheduled during the exam period.

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:

Listening and Speaking	Reading	Writing	Socio-Cultural Competence & Media Literacy
20%	30%	30%	20%

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

Extra Help: available for extra help upon request or by appointment as necessary.

Teacher: Ms. Halas, sylwia.halas@tdsb.on.ca
          Ms. Shyllit, sar.shyllit@tdsb.on.ca

Classroom: 245

Office: 244 (ESL office)

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