



George S. Henry Academy
English as a Second Language
Level 2, Open



COURSE CODE	ESLBO	GRADE	Level 2
TEACHER(S)	Ms. Chichester	CREDIT VALUE	1
DEPARTMENT	English/ESL	PREREQUISITE	ESLA

**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.

Additional information can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

**COMMUNICATION
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Please direct all questions or concerns regarding student progress or program of study to the course teacher.

loraine.chichester@tdsb.on.ca (Ms. Chichester). Please call the main office to leave a message at 416-395-3240.

CONCRETE LEARNING RESOURCES

<i>Canadian Newspaper Stories</i>	
<i>Canadian Concepts, Books 3&4</i>	\$25.00
<i>Grammar Connections 2</i>	TBA
<i>Meiko and Fifth Treasure</i>	TBA
<i>A Beginning Look at Canada</i>	
<i>Naomi's Road</i>	TBA
<i>The Canadian Oxford Picture Dictionary</i>	TBA
<i>Dictionary Intermediate Workbook</i>	TBA
Voices Past & Present,	\$50.00
Frankenstein	\$14.00

The individual teacher may supplement with other short stories, magazine articles, etc

DIGITAL LEARNING RESOURCES

Google Classroom - **code**
Audios/Videos/documentaries
Info-Graphics

GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

ACHIEVEMENT CHART CATEGORIES

Knowledge and Understanding (K & U): Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking (T): The use of critical and creative thinking skills and/or processes

Communication (C): The conveying of meaning through various forms

Application (A): The use of knowledge and skills to make connections within and between various contexts

Expectations are organized into four categories of knowledge and skills. Each of these four categories is included in every ESL assessment. The categories are as follows: **Knowledge and Understanding, Thinking, Communication, Application.** Each student's final mark will be in the form of a percentage grade based on their achievement in the 4 ESL Strands:

STRANDS/COURSE WORK 70%	PERCENTAGE	ELIMINATING 30%	PERCENTAGE
Listening/Speaking	20%	Culminating Activity	20%
Reading	15%		
Writing	15%	Final Examination	10%
Socio-Cultural Competence/Media Literacy	20%		

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

70% Term work:

Strands	%	Possible Assessments of Learning
Oral	20%	Listening/Speaking <ol style="list-style-type: none"> Listening to Understand: Speaking to Communicate - language experience stories: Reflecting on Skills and Strategies: group and class interaction
Reading	15%	Reading and Literature Studies <ol style="list-style-type: none"> Reading for Meaning: Understanding Form and Style: Reading With Fluency: use knowledge of words and cueing systems to read fluently; Reflecting on Skills and Strategies:
Writing	15%	Writing <ol style="list-style-type: none"> Developing and Organizing Content - Brainstorming/webbing: Using Knowledge of Form and Style - journal writing: Applying Knowledge of Conventions: Reflecting on Skills and Strategies:
Socio - Cul/Media	20%	Socio-Cultural Competence/Media Literacy <ol style="list-style-type: none"> sharing languages and cultures Understanding Media Forms, Conventions, and Techniques Creating Media Texts Reflecting on Skills and Strategies

FINAL EVALUATION (30% of your overall grade)

Type	Description	%
Culminating Task(s)	TBD	20
Exam	i.e. written exam during exam week, performance exam, N/A, etc.	10

UNITS OF STUDY/COURSE ROAD MAP (subject to change)

The four strands of the E.S.L. Curriculum (***Listening and Speaking, Reading, Writing, Social and Cultural Competence & Media Literacy***) will be addressed in the following areas:

AREAS	SKILLS AND TOPICS COVERED
1. Verbal	Oral Presentations, dialogue, speaking, dramatizations, conversational, vocabulary building, common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-worded verbs and interrogative and negative constructions
2. Media	View, read and listen to media works (e.g. school announcements, television and radio news, newspaper news, advertisements, short geography documentaries on Canada, CD ROMS, online databases with information on and images of Canada)
3. Non-Fiction	ESL adapted graphic organizers, materials for pleasure and study (literature group), subject specific sources (e.g. math posters, natural science series, abridged biographies)
4. Fiction	ESL adapted texts (literature)
5. Writing	May include: short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses and letters; compose short paragraphs; <i>apply</i> : common tenses and verb phrases, adjectives, adverbs, conjunctions, spelling, proper nouns, commas, quotation marks
6. Social and Cultural Competence	Describe 3 levels of government in Canada, and the electoral process for each; identify main political parties in Canada; compare regions of Canada with respect to major economic activities; compare and contrast traditions of various cultures (e.g. gender roles, schooling, family structure, languages); current events (t.v., newspaper, magazines); participate in school activities, special events, sports or clubs (10 hours)
7. Culminating Unit	Final Culminating Assignment

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

