

ESLB08 COURSE OUTLINE

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| COURSE NAME | Study Skills in English | LEVEL | 2 |
| COURSE CODE | ESLB | CREDIT VALUE | 1 |
| TEACHER | B. Mah | DEPARTMENT | ESL |
| PREREQUISITE | ESLA | | |

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| Course Description: | <p>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.</p> |
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| Overall Expectations: | <p>LISTENING/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.</p> <p>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.</p> <p>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.</p> <p>SOCIO-CULTURAL/MEDIA: 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.</p> |
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demonstrate knowledge of and adaptation to the Ontario education system; 4. demonstrate an understanding of, interpret, and create a variety of media texts.

COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the classroom teacher. Email: bo.mah@tdsb.on.ca

EVALUATION OF STUDENT ACHIEVEMENT:

Teaching & Learning Strategies:

- This ESL course provides a content-based, thematic approach to language instruction. Students are supported to learn vocabulary from a range of subject areas while developing academic and language skills. The teaching of grammatical structures is integrated with context rather than taught or practiced in isolation.
- A wide variety of teaching and learning strategies are used to sustain student interest and maximize learning. A few learning strategies that are used in the synchronous and asynchronous learning environment include: reading and listening for general idea, risk-taking, vocabulary development and process writing. Teaching and learning strategies address all types of learners with a balance of independent, collaborative, student-centered and teacher-directed activities. Teaching strategies include but are not limited to; Socratic style, group facilitation, discussion groups and conferencing. Peer and self-evaluation are encouraged to develop reflective and conscientious learning. Activities are relevant and motivating and allow for student creativity. Learning strategies include but are not limited to brainstorming, think-pair-share, using graphic organizers, independent work, word banks, reading logs, participation in class discussions, and reading analysis.
- It is important to remember that making errors is a normal and useful part of the language learning process, allowing students to make and test hypotheses about the English language and to apply knowledge and strategies from their first language and prior experiences.

Assessment, Evaluation and Reporting Strategies of Student Performance:

- Assessment and evaluation follows the Ministry of Education's *Growing Success* document, and is practiced in the best interests of students. For a full explanation, please refer to [Growing Success](#).
- Learning Skills:
Independent Work, Team work, Organization, Work Habits and Initiative will be observed and assessed on an ongoing basis.

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The final grade will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on final evaluations administered at the end of the course. The final assessment may be a final exam, a final project, or a combination of both an exam and a project.

EVALUATION OF STUDENT ACHIEVEMENT:

Evaluation of student achievement is based on the following categories:

| Categories | Percentage |
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| • Reading | 20 |
| • Writing | 20 |
| • Listening & Speaking | 15 |
| • Social/Cultural/Media | 15 |

UNITS OF STUDY & EVALUATION TASKS

70% Course Work

Unit 1: Getting Acquainted

Description

In this unit students develop the ability to use simple oral and written language for beginning communication at home, at school, and in the community. Using authentic orientation materials, students demonstrate the ability to use simple sentence patterns and key conventions of standard English to participate in social interactions in the classroom and the community. They begin to use reading strategies to acquire beginning English vocabulary and to adapt to key teacher expectations and school routines.

| Evaluation Task | Achievement Chart Evaluation | Week(s) |
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| Tell Me a Story - Fables, Myths, Simple sentence structure, adjectives and adverbs, and common verb tenses | Reading, Writing, Socio-cultural/Media, Listening/Speaking | 1 – 2 weeks |

Unit 2: A Time for All Seasons

Description

In this unit students acquire essential vocabulary and language structures to describe the passage of time, the seasons, and celebrations in Canada. Students are able to locate information in reference materials and from media works. Through studying Canada's common customs and holidays, students continue to demonstrate the ability to use simple English sentences in oral and written communication, including sharing customs from their countries of origin.

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| Novel Study/Short Stories – Coming to Canada/ Immigration stories | Reading, Writing, Socio-cultural/Media, Listening/Speaking | 1 - 2 weeks |
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Unit 3: O Canada!

Description

In this unit, students demonstrate knowledge of basic facts about Canada's geography and peoples. By using reference materials and media works, students obtain and record basic information in a variety of written forms and develop a beginning awareness and appreciation of Canada's regional and cultural diversity.

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| Canada: How it Works - 3 levels of gov't, elections, parties, gov't services | Reading, Listening/Speaking, Writing, Socio-cultural/Media | 1 - 2 weeks |
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Unit 4: The Balance of Nature

Description

Students study English language development and explain some simple scientific concepts as a first step in preparation for the study of other content courses. Students determine the meanings of unfamiliar words using pictures and illustrations. They continue to build their personal vocabulary lists and are introduced to expository writing of short structured compositions.

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| Searching for Answers - reading strategies, graphic organizers | Reading, Writing, Socio-cultural/Media, Listening/Speaking | 1 - 2 weeks |
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Unit 5: Wellness

Description

Students study health and nutrition to further develop their English language skills. Communication with the medical community and the maintenance of a well-balanced lifestyle are emphasized. Students complete personal information forms, and through role playing, express their state of health and feelings in a variety of contexts.

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| Teen Culture - peer pressure, consumerism, violence prevention, conflict resolution | Reading, Writing, Socio-cultural/Media, Listening/Speaking | 1 - 2 weeks |
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Final 30 % Summative:

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| Culminating (Project/Presentation – 20%) | | 1 - 2 weeks |
| Exam – 10% | | |