



Kipling Collegiate Institute

"Portas Ad Futura Aperimus - We open the doors to the future"

Course Name: ELDC

[Curriculum Document](#)

Room: 107

Course Code: ELDCO8

Teacher: Mrs. Pannone

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Prerequisite:

ELDBO8 or As Per Assessment

Textbooks:	Cost of Replacements:	Numbers:
<i>The Academy</i>	\$20.00	
<i>"New Practice Readers" Part A</i>	n/a	
<i>Canadian Concepts 1</i>	n/a	
<i>Expressway Dialogue Practice</i>	n/a	
<i>Active Grammar Practice</i>	n/a	
Various short fiction and non-fiction selections	n/a	

Course Description (Overview)

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.

What is LEAP?

LEAP (Literacy Enriched Academic Program) or ELD is an advanced literacy program for newcomer students to ensure that their learning gaps are filled before entering into the ESL (English as a Second Language) program.

Strands and 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 purposes;
3. Use correctly the language structures appropriate for this level to communicate orally in English.

Reading

1. Read and demonstrate an 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.

Breakdown of Strands and Weighting

Strand	Expectations	Percentage
Listening and Speaking	Listening for specific information, listening to interact, speaking to interact, using conversational strategies, speaking for academic purposes, grammatical structures, sound patterns, communication strategies	20%
Reading	Reading a variety of texts, demonstrating understanding, responding to and evaluating texts, text forms, literary elements, reading strategies, text features, connecting devices, grammatical structures, vocabulary building strategies, word recognition strategies, use of resources, locating information, extracting and organizing information, critical thinking	20%
Writing	Academic purposes, personal purposes, community and workplace purposes, organizing ideas, linking ideas, grammatical structures, spelling strategies, using pre-writing strategies, producing drafts, revising and editing, publishing, metacognition	20%
Socio-cultural Competence and Media Literacy	Register, non-verbal communication, knowledge about Canada, Canadian citizenship, Canadian diversity, knowledge of the Ontario secondary school system, study skills and strategies, strategies for the cooperative classroom, knowledge of school and community resources, understanding media texts, interpreting media texts, creating media texts	10%
Culminating Performance Task (C.P.T.)	Famous Canadians - Biography Presentation (With specific focus on speaking, socio-cultural and media competency)	15%
Exam	<ol style="list-style-type: none"> 1. Reading Passage/Comprehension Questions 2. Grammar 3. Writing 4. Listening (in-class) 	15%
Total		100%

Refer to the KCI Web Site <http://schoolweb.tdsb.on.ca/kiplingci> for Assessment, Evaluation and Reporting Policies as well as Academic Honesty, Late Policies, Attendance, and Code of Conduct.

Academic Integrity

Plagiarism will not be accepted. Copying work from another person, even a classmate, is considered plagiarism. Submitting work with generative AI (ChatGPT etc.) is also prohibited. Plagiarism will lead to a call home and a communication with a Vice Principal.

Please Note:

Missed Work/Assignments/Presentations/Tests/Examinations/Final Culminating Activities and Late Work/Assignments-Expectations and Consequences as per Kipling Collegiate Institute's Assessment and Evaluation Policy distributed and discussed in each homeroom class.