

## Kipling Collegiate Institute Course Outline

**Course Title:** English as Second Language  
**Level:** Open  
**Teacher:** R. Pannu (raj.pannu@tdsb.on.ca)  
**Room:** 105

**Course Code:** ESLAO  
**Credit:** 1.0

<b>Textbooks:</b>	<b>Cost of Replacements:</b>
<i>Focus on Grammar 1</i>	\$ 40.00
<i>The Long Road</i>	\$10.00
<i>Blue Moon Valley</i>	\$10.00
<i>Tinker's Island</i>	\$10.00
<i>Easy True Stories</i>	\$10.00
<b>Various short fiction and non-fiction selections</b>	<b>varies</b>

### **Course Description (Overview)**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

### **Overall Expectations (According to strand)**

By the end of this course, students will:

#### **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 appropriately 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.

#### **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**

<b>Strand</b>	<b>Expectations</b>	<b>Percentage</b>
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	15%
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	15%
Summative	Culminating Tasks	15%
	Exam	15%
		100%

### **Assessment**

Assessment will occur on a daily basis throughout the entire course. It is a way for me to help each student reach his or her full potential. I will provide oral and written feedback in order for you to be aware of your progress in this class. You will also be assessed on the following learning skills:

- Working Independently
- Teamwork Skills
- Initiative – taking control of one’s own learning and asking for help when needed
- Organization
- Work Habits/Homework

You will also be evaluated on the following learning skills:

- Responsibility (submitting work and managing behaviour)
- Organization (planning, time management, resourcefulness)
- Independent work (goal setting, use of class time, following instructions)
- Collaboration (sharing, contributing, encouraging)
- Initiative (risk taking, self-advocacy, positive attitude)
- Self-regulation (perseverance, asking for help, self-understanding)

## **Assessment and Evaluation Strategies**

Assessment for Learning: Assessment activities used, as required at the beginning of a block of learning (i.e. course, unit), to determine students' strengths and learning needs in order to plan, modify and adjust instruction or to provide alternative learning opportunities (e.g. quizzes, homework, diagnostic test).

Assessment as Learning: Ongoing assessment during the learning process. It is used to monitor student performance and provide feedback in an effort to enhance and improve learning and instruction (e.g. quizzes, discussions, performances, journals, homework, and tests). Recorded formative data can be tracked and monitored to support professional judgment in cases where the body of evidence provided by the student has been affected by such things as illness, missed assignments, etc.

Assessment of Learning: Evaluation that occurs at the conclusion of a block of learning (e.g. activity, unit, course, semester/school year) and focuses on student achievement and program effectiveness (e.g. major presentation/performance, exam). This is used to determine the 70% term mark.

*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 will be implemented as per Kipling Collegiate Institute's Assessment and Evaluation Policy distributed and discussed in each homeroom class.