

**Kipling Collegiate Institute  
Course Outline**

**Course Title:** English as a Second Language, Level 2  
**Course Code:** ESLBO8  
**Level:** Open  
**Prerequisite:** ESLAO or language assessment  
**Teacher:** Ms. Mirza  
**In Class:** 203  
**By email:** [selsbeal.mirza@tdsb.on.ca](mailto:selsbeal.mirza@tdsb.on.ca)

**Course Description (Overview)**

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of 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 dramatical structures and sentence patterns; and link English sentences to compose paragraphs. This course also supports students as they continue to adapt to the Ontario school system by expanding their knowledge of diversity in Ontario and Canada.

<b>Textbook(s):</b>	<b>Cost of Replacement:</b>	
<i>The Breadwinner, Mieko, etc.</i>	<b>\$13</b>	
<i>Focus on Grammar 2</i>	<b>N/A</b>	
<i>A variety of adapted and authentic fictional, informational and graphic texts</i>	<b>Various costs</b>	

**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 to communicate in English for a variety of classroom and social purposes;
3. Use the language structures appropriate for this level to communicate orally in English.

**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.

## 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.

**Summative Evaluation Plan:** The English curriculum is broken into four strands, weighted according to the chart, below. Students' skills will be assessed in these areas, and rubrics provided by the teachers will reflect these particular strands. The achievement chart for English assesses students along four categories – Knowledge and Understanding, Thinking and Inquiry, Communication, and Application. These categories are represented equally in course work and summative evaluations.

### How your mark is determined:

#### **Breakdown of Strands and Weighting**

<b>Strand</b>	<b>Percentage</b>
Listening and Speaking	17%
Reading	18%
Writing	18%
Socio-cultural Competence and Media Literacy	17%
Culminating Performance Task (C.P.T.)	10%
Exam	20%
	100%

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.

## **Course Expectations**

### Late Assignments

Late assignments may be accepted, *at the teacher's discretion*, after the due date until an "Ultimate Deadline" date (the day the graded evaluation is returned) and **up to 10%** may be deducted from the total mark.

### Missed Tests/Assignments:

Students are responsible for finding out for themselves what they missed if they are absent from class.

If a student is absent for a test, the student *may* be given an opportunity to make up the test *at the teacher's discretion* and will write the test on an agreed date.

There are no opportunities to make up missed quizzes. Every student must write the final exam.

If a student misses a final exam, the student must provide to the Vice Principal the appropriate medical or legal documentation; otherwise, a mark of zero will be given. Culminating activity dates and deadlines should be regarded like the exam.

### Plagiarism or Cheating

Plagiarism is defined as presenting someone else's words and ideas as one's own. Please see TDSB's PR.613 for policies and procedures regarding cheating and plagiarism <http://ppf.tdsb.on.ca/uploads/files/live/91/1783.pdf>. When plagiarism or cheating is detected, the teacher will discuss the matter with the student and a **mark of zero will be given** on assignment. The Vice-Principal will be informed.

### Code of Conduct

Students are bound by the Code of Conduct. The entire code may be found at <http://schools.tdsb.on.ca/malvern/about/policies/conduct/TDSBCodeOfConduct.pdf>.

**Cell phones or other electronic communication devices** may only be used in class when specifically allowed by the teacher. Cell phones or electronic devices may not be used during final exams.

### Attendance & Punctuality Expectations

Your success depends upon regular attendance, punctuality, and completing course assignments. Students are expected to show up every day, be on time, and stay for the duration of the class. Failure to do so places their success at risk.