

MISSISSAUGA SECONDARY SCHOOL – Global Studies
COURSE INFORMATION



COURSE: ESLB00 – English As A Second Language, Level 2
*****Please note that you will be assigned a specific text during the Novel Study Unit. You are responsible for replacing this text in the event of loss or damage.*****



Overarching Learning Goals:

By the end of the course, students will:

Goal #1: ...learn how to understand and respond verbally to different forms of oral messages through the acquisition of appropriate English communication skills.

Goal #2: ...learn strategies for reading a variety of texts at an appropriate level to develop a strong and relevant vocabulary base.

Goal #3: ...learn to communicate their ideas effectively in writing for a variety of audiences using the writing process with increasingly broader vocabulary and language structures.

Goal #4: ...learn how better to function within, and adapt to, Canadian society by acquiring knowledge of important aspects of Canadian culture and citizenship, different non-verbal communication strategies and how to interpret and create different types of media.

	Course Weighting
Term	70%
Knowledge	15
Thinking	15
Communication	20
Application	20
Final Exam/Summative	30%

Course Units

Unit 1 – All About Me

- Expository paragraph writing
- Expressing personal thoughts and feelings
- Expressing opinions and arguments

Unit 2 – Canadian Geography / History

- Canadian regions /demographics
- Traditional ways of life – rural/northern
- Canadian immigrants

Unit 3 – The Call of the Wild

- Parts of a short story
- Reading aloud, oral presentations

Unit 4 – Major Novel Study: Caught in the Blizzard

- Venn diagram character comparison
- Comparative essay
- Themes of hero/friendship

Assessment and Evaluation - Key Terms and Definitions

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (e.g., observations, conversation, Non-graded quizzes, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, Metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

Assessment of Learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student’s achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS
(Growing Success Policy 2010 and Peel Policy 14)

Achievement Chart Category			
Knowledge	Thinking/Inquiry	Communication	Application
-Knowledge of content(e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)	- Use of planning skills(e.g., focusing research, gathering information,) -Use of processing skill (e.g., analysing, generating, integrating, synthesizing) -Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)	- Expression and organization of ideas and information (e.g., clear expression) - Communication for different audiences and purposes in oral, written, and visual forms -Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts -Making connections within and between various contexts
EVIDENCE OF LEARNING			
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> ● Homework ● Checklist ● Group Work ● Presentations ● Debate 	<ul style="list-style-type: none"> ● Student-Teacher Conferences ● Peer and self editing ● Class Discussion ● Debate 	<ul style="list-style-type: none"> ● Quizzes ● Essay ● Creative Writing ● Tests ● Portfolio ● PowerPoint ● Reflections 	

Success Criteria for completing this course:

Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined on page 28 of the student agenda

Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outline on page 29 in the student agenda

Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Student Signature: _____

Parent Signature: _____