



**MISSISSAUGA SECONDARY SCHOOL – Global Studies**  
**English As A Second Language**  
**COURSE INFORMATION**



**COURSE: ESLCO0 - English as a Second Language Level 3**  
**\*\*\*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.\*\*\***

**Course Description:**

This course further extends students’ skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Throughout this course, students will:

- make short classroom oral presentations; read a variety of adapted and original texts in English;
- write using a variety of text forms;
- expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program;
- introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

**Overarching Learning Goals:**

By the end of the course, students will...

Goal #1: ...learn how to interpret and evaluate spoken English through the acquisition of appropriate English communication skills.

Goal #2: ...learn to use a variety of reading strategies to locate and extract information from written and graphic texts for a variety of purposes.

Goal #3: ...learn to communicate their ideas effectively, in writing, for a variety of audiences by acquiring knowledge of appropriate vocabulary, conventions, correct grammatical structure, and the proper writing process.

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, various idioms and how to interpret and create different types of media.

**Course Weighting:**

<b>Term</b>	<b>70%</b>
Knowledge	10%
Thinking	15%
Communication	20%
Application	20%
Conversation/Observation	5%
<b>Final Exam</b>	<b>30%</b>

**Course Units and Learning Goals:**

**Unit 1: Issues in Canadian Society**

- Reading Strategies for Non-fiction texts (information paragraph, narrative texts)
- Summary writing
- Campaign Presentation

**Unit 2: Short Stories and Storytelling**

- Elements of a short story
- Literary devices
- Short Story Analysis Presentation

**Unit 3: Novel Study**

- “The Breadwinner” by Deborah Ellis
- News Report Writing
- Personal Reflections
- Supported Opinion Paragraph and Essay
- Literary Essay

**Unit 4: Media**

- Media Literacy
- Media Analysis

**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. portfolios, observations, conversation, non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). This information is used by teachers to provide feedback and adjust instruction and by students to focus their learning.

**Assessment as Learning:** The process of helping students to monitor their own learning through a variety of reflective activities (e.g. learning logs, interviews, conferences). Students 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, and peer assessment).

**Assessment of learning:** The process of collecting and interpreting evidence for the purpose of summarizing learning, 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)

Knowledge (15%)	Thinking/Inquiry (15%)	Communication (20%)	Application (20%)
-Knowledge of content (e.g., facts, terms, definitions) and 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; - Communication for different audiences and purposes in oral, written, and visual forms; -Use of grammar rules, conventions, and vocabulary in oral, written, and visual forms.	- Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies); -Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts; -Making connections within and between various contexts.
OBSERVATIONS	CONVERSATIONS	PRODUCTS	
<ul style="list-style-type: none"> <li>● Homework</li> <li>● Checklists</li> <li>● Group Work</li> <li>● Presentations</li> <li>● Skits</li> <li>● Creation of Visual Aids</li> </ul>	<ul style="list-style-type: none"> <li>● Group Work Records</li> <li>● Student-Teacher Conferences</li> <li>● Class Discussion</li> <li>● Group Discussion</li> <li>● Debates</li> <li>● Writing Process Stages</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehension Activities</li> <li>● Summaries</li> <li>● Supported Opinion Paragraphs</li> <li>● Essays</li> <li>● Quizzes/Tests</li> <li>● Project Reports/Write-ups</li> <li>● Power Points/Posters/Visual Aids</li> <li>● Presentations</li> <li>● Skits</li> </ul>	

### 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 submissions of Major Assignments:

The following is the **maximum deduction** for a late submission based on grade level:

	<u>Maximum</u> Late Marks Per Day	<u>Total Maximum</u> Late Mark (to a max of)	<b>Total number of days in which late assignment will be accepted</b>
ESL A, B, C	2%	10%	5
ESL D, E	5%	10%	2

Late marks will be deducted from the total, when work is submitted **after** the deadline. If you are having trouble meeting a deadline, you need to discuss your concerns **as soon as possible** with your teacher.

#### Zeros:

A zero must be in place for reporting cycles when work is not submitted. After the reporting cycle, students will have the opportunity to submit outstanding work (as per the late recommendations above). If the major assignment is not submitted, the teacher will decide, based on mitigating factors, if there is sufficient evidence with that particular assignment to receive a “no mark” or if the zero will stand.

#### **Plagiarism and Cheating**

*Please see the Policy on Plagiarism and Cheating as outlined 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: \_\_\_\_\_