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

COURSE: ESLDO0

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 prepares students to use English, with increasing fluency and accuracy, in classroom and social situations so that they may participate in Canadian society as informed citizens. Over the course of the semester, students will develop their reading, writing, and oral presentation skills as is required for success in all school subjects. Students will have the opportunity to:

- extend their listening and speaking skills through participation in class discussions,
- study and interpret a variety of grade level texts,
- respond critically to a variety of print and media texts,
- demonstrate learning in a variety of written assignments (i.e. summaries, articles, reflections, essays).

Overarching Learning Goals:

By the end of the course, students will:

- Goal #1: …learn how to succeed academically and adapt to English-speaking communities through the acquisition of appropriate verbal language structures for this level.

- Goal #2: …learn to extract meaning using appropriate reading strategies through the acquisition of a strong and relevant vocabulary base and also through exposure to different kinds of text.

- Goal #3: …learn to communicate their ideas effectively, in writing, for a variety of audiences by acquiring knowledge of accurate 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 Canadian idioms, and how to interpret and create different types of media.

Course Weighting:

Term	70%
Knowledge	10%
Thinking	20%
Communication	20%
Application	20%
Conversations	0%
Observations	0%
Final Exam	**30%**

Course Units and Learning Goals

Unit 1: Literacy Test Preparation
- Reading Strategies for Non-fiction texts (information paragraph, news articles, narrative texts)
- Summary writing
- Personal Reflections
- News Report Writing
- Media Literacy

Unit 2: Media
- Poetic Terms
- Poetry Analysis
- Supported Opinion Essay

Unit 3: Short Stories
- Elements of a short story
- Literary devices
- Point-Proof-Analysis Essay

Unit 4: Novel Study
- Novel
- Literary Essay

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 (10%)	Thinking/Inquiry (20%)	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
● Homework ● Checklists ● Group Work ● Presentations ● Skits ● Creation of Visual Aids	● Group Work Records ● Student-Teacher Conferences ● Class Discussion ● Group Discussion ● Debates ● Writing Process Stages	● Comprehension Activities ● Summaries ● Supported Opinion Paragraphs ● Essays ● Quizzes/Tests ● Project Reports/Write-ups ● Power Points/Posters/Visual Aids ● Presentations ● Skits

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:

	Maximum Late Marks Per Day	**Total Maximum** Late Mark (to a max of)	Total number of days in which late assignment will be accepted
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.

Zeroes:

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: _____