



MISSISSAUGA SECONDARY SCHOOL

English as a Second Language

COURSE INFORMATION

COURSE: ESL Level 5 (ESLE00) Open



Course Description:

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Course 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 English communication skills.

Goal #2: ...learn to conduct academic research and general information-gathering 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 appropriate writing styles and 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	17
Thinking	15
Communication	20
Application	18
Final Exam/ Summative	30%

Course Strands and Expectations:

Strand #1: Listening and Speaking

- Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes.
- Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes.
- Use correctly the language structures appropriate for this level to communicate orally in English.

Strand #2: Reading

- Read and demonstrate understanding of a variety of texts for different purposes.
- Use a variety of reading strategies throughout the reading process to extract meaning from texts.
- Use a variety of strategies to build vocabulary.
- Locate and extract relevant information from written and graphic texts for a variety of purposes.

Strand #3: Writing

- Write in a variety of forms for different purposes and audiences.
- Organize ideas coherently in writing.
- Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation.
- Use the stages of the writing process.

Strand #4: Socio-cultural Competence and Media Literacy

- Use English and non-verbal communication strategies appropriately in a variety of social contexts.
- Demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society.
- Demonstrate knowledge of and adaptation to the Ontario education system.
- Demonstrate an understanding of, interpret, and create a variety of media texts.

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). 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.

(Assessments are based on **TRIANGULATION OF EVIDENCE** - observations, conversations, and products - produced and collected over time.)

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

Triangulation of Evidence		
OBSERVATIONS	CONVERSATIONS	PRODUCTS
<ul style="list-style-type: none"> • Checklists • Problem solving group work • Presentations • Reading skills • Skills of written expression • Listening and speaking skills • Records of practice (e.g. anecdotal notes, photos etc.) 	<ul style="list-style-type: none"> • Peer feedback • Group work records • Student-teacher conferences • Journals • Student conferences • Self-assessments • Records of practice (e.g. anecdotal notes, drawings, photos etc.) 	<ul style="list-style-type: none"> • Reader response journal • List of books read • Test scores • Writing portfolio • Records of practice (e.g. photos, video recording etc.)

Success Criteria:

Student Responsibilities: Students responsibilities are a cornerstone of academic success and include: attendance, punctuality, timely completion of homework and assignments, and academic integrity. Students are responsible for: self-advocacy; completion and submission of their own work; submission of required assignments on the assigned due date; striving for excellence; and completion of course requirements.

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 in the schools solution manual.*

Plagiarism and Cheating: *Please see the Policy on Plagiarism and Cheating in the schools solution manual.*

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.

Movie Viewing Permission: We plan to show PG / PG-13 / PG-14 rated movies in full or as excerpts to enhance our class curriculum. Our school requires parental permission for your son/daughter to view movies that are used in our curriculum, or selected by our teachers, which are rated PG, PG-13, and PG-14. We believe showing your son/daughter certain movies enable them to benefit from another medium as a resource in their study of Canadian history. Movies, along with our hands-on activities such as reading, in-class discussion, and research projects, give students a well-rounded opportunity to discover Canada and the world. Movies go beyond dry facts and help bring events "alive". Be assured that we will use proper discretion when showing these movies. **Please check "Yes" or "No" below:**

Yes, I approve my child's viewing of curriculum and school appropriate movies rated PG / PG-13 / PG-14.

No, I do not approve my child's viewing of curriculum and school appropriate movies. I understand alternate learning experiences will be provided for my child while the movie is being watched.

Student Signature: _____

Parent Signature: _____