T. L. KENNEDY SECONDARY SCHOOL
Course Outline

The organization and evaluation of this course has been designed to conform to the requirements of Ontario Secondary Schools, Education Policy and Program Update, and Provincial Curriculum Policy.

Department	ELL Department	Ministry Course Code & Title	ELD AO English Literacy Development, Level 1	Prerequisite	None
Ministry Course Description	This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to ready highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.				
Overarching Learning Goals	Students will become successful English Language Learners who... 1. will demonstrate the ability to understand spoken English for a variety of purposes and to use the appropriate speaking skills and strategies to effectively communicate at this level. 2. will use a variety of strategies to build vocabulary, to make sense of texts, and extract relevant information from a variety of texts. 3. will learn to organize ideas, use the stages of the writing process and produce writing using the conventions of written English appropriate for this level. 4. will show an understanding of the rights and responsibilities of Canadian citizenship and of the Ontario education system by consciously monitoring their learning and socialization skills, seeking to further their understanding of course concepts and themselves as lifelong learners.				

ASSESSMENT AND EVALUATION GUIDELINES: *The primary purpose of assessment is to improve student learning.* Assessment and evaluation are based on the curriculum expectations and levels of achievement outlined in the provincial curriculum document. Evidence of student achievement for evaluation is collected over time from three different sources: **teacher observations, conversations with the student** and **student products.**

Overall Expectations – According to Growing Success students must demonstrate their learning of all curriculum overall expectations during the term and again in the final evaluation. Please visit http://www.edu.gov.on.ca/eng/ for all curriculum documents.

ASSESSMENT OF LEARNING SKILLS AND WORK HABITS
The following learning skills and work habits will be fostered throughout this course and assessed on the report card.

Learning Skills and Work Habits	Sample Behaviours
Responsibility	➢ completes/submits homework and assignments according to agreed upon timelines ➢ takes responsibility for and manages own behaviour
Organization	➢ develops a plan for completing work ➢ establishes priorities and manages time to complete tasks and achieve goals ➢ identifies, gathers, evaluates, and uses information, technology, and resources to complete task
Independent Work	➢ uses class time appropriately to complete tasks ➢ follows instruction with minimal supervision
Collaboration	➢ accepts various roles and an equitable share of work in a group ➢ responds positively to the ideas, opinions, values and traditions of others
Initiative	➢ looks for and acts on new ideas and opportunities for learning ➢ demonstrates curiosity and interest in learning
Self-Regulation	➢ sets individual goals and monitors progress towards achieving them ➢ perseveres through challenges, and seeks clarification or assistance when needed

E - Excellent	G - Good	S - Satisfactory	N - Needs Improvement

The final grade (percentage mark) will be determined as follows:	
70% Term Work	**30% Final Evaluation**
Over the semester, students will demonstrate their level of understanding of course skills and content through the evaluation products listed under "Term Assessment Projects."	This will take place in the last 4-6 weeks for the semester. Based on ministry documents, it is the expectation that students be present for all parts of the final evaluation and demonstrate their learning.

The final mark will be determined using the following achievement chart categories:

Knowledge/ Understanding	Thinking	Communication	Application
25%	25%	25%	25%

Course Units of Study	Term Assessments (70% of the Final Mark)
Developing Reading Skills	• Reading Conferencing • Shared and Guided Reading • Reading and Vocabulary-building strategy inventory
Developing Writing Skills	• Language Experience/Picture-Word Induction • Writing Short Texts • Use of Graphic Organizers (T-chart focus) • Identity Text
Developing Listening and Speaking Skills	• Interview Task • Teacher Conferencing • Listening Behaviour Observations
Developing Socio-cultural Competence and Media Literacy	• Financial Literacy Task • Research Skills Task
Final Evaluation (30% of Final Mark)	• Who Am I? Task • Reading Conference • Exit Interview

Types of Assessment: *Students are responsible for demonstrating their learning*
Assessment _as_ learning: Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment *as* learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment *as* learning focuses on the role of the student as the critical connector between assessment and learning.
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. 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 _of_ learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. 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.

You must keep this course outline in the front of your course binder/notebook.

_____   _____
Print student name   Student Signature

_____   _____
Parent/Guardian Signature   Teacher Signature and Date