



COURSE OUTLINE FOR STUDENTS – ESL 2019-2020

R.H. King Academy ESL/English Department Room C68

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Description

This course is designed to prepare students to use English with increasing accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the key reading, writing, oral presentation and media literacy skills required for success in all subject areas. An emphasis will be placed on reading, interpreting and creating a variety of informational, literary and graphic texts to prepare students for the Ontario Secondary School Literacy Test in grade 10 (OSSLT).

An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate more clearly and effectively in English.

Overall Learning Expectations:

Listening and Speaking – By the end of the course, students will:

- *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*

Reading – By the end of the course, students will:

- *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*

Writing – By the end of the course, students will:

- *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*

Socio-cultural Competence and Media Literacy

- *Use English and non-verbal communication strategies appropriately in a variety of social contexts*
- *Demonstrate knowledge of and adaptation to the Ontario education system*
- *Demonstrate an understanding of, interpret, and create a variety of media texts*

Course Content:

This course is intended to prepare students for the Grade 9 or 10 English courses. The content includes the following:

Unit One: Language and Non-Fiction Studies (5 weeks)

Text: *House on Mango Street, Views and Voices, Literature: An Adapted Reader*, variety of personal essays and articles

Possible Topics: identity, immigrant experience, current issues

LEARNING ACTIVITIES: *This theme allows students to explore their place in family and society through print and media sources. In this unit, students will begin the process of building study skills and strategies such as vocabulary development, using the writing process, research, time management, self-evaluation, and goal setting. They will develop reading comprehension strategies by examining various non-fiction texts. Through reading and writing activities, students will be introduced to a variety of writing forms including: summary, supported opinion paragraphs, and profiles. Throughout the unit, an emphasis will be placed on language structures (spelling, parts of speech, sentence construction, and punctuation).*

Learning Expectations:

- demonstrate an understanding of more complex, authentic texts
- respond to complex authentic texts in a variety of ways
- identify and use a variety of features of texts to locate information and aid comprehension
- write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms
- organize information relating to a central idea in a structured composition of three or more paragraphs
- engage in more complex spoken interactions on a variety of topics
- use a variety of conversational expressions to negotiate spoken interactions

Unit Two: Introduction to Literature (4 weeks)

Texts: *Global Reading Safari, The Storyteller*, various short stories and poetry

Possible topics: Exploring cross-cultural themes such as adjusting to a new culture, overcoming hardships, the struggle for acceptance, coming of age, parent-child relationships etc.

LEARNING ACTIVITIES: *Students will be introduced to a variety of literary terms and devices while examining various themes in a selection of short stories and poetry. Students will focus on competently using level appropriate grammatical structures, vocabulary enrichment strategies and graphic organizers to organize ideas. Review of the longer essay form is a key element of this unit. Students will also create and analyze a media project to demonstrate their comprehension of texts.*

Learning Expectations:

- use a wide variety of reading comprehension strategies before, during and after reading to understand texts
- read a variety of more complex, authentic texts
- identify literary elements and devices in texts and explain how they help convey the author's meaning
- write longer and more complex texts to convey information and ideas for academic purposes using a variety of forms
- use a wide variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing
- produce drafts of writing using a variety of strategies and models
- revise, edit and proofread drafts using a variety of strategies
- create a variety of media texts for specific purposes and audiences

Unit Three: Introducing Drama/ Graphic Novels (3 weeks)

Texts: *The Diary of Anne Frank*, *Persepolis*

LEARNING ACTIVITIES: *Students will be introduced to a historical text. They will study how history is reflected through language. Students will give presentations and performances based on the play or graphic novel and analyze how the respective conventions work to develop plot, character and theme.*

Learning Expectations:

- present ideas and information orally for academic purposes in a variety of situations
- demonstrate understanding of more complex spoken English on a variety of topics in interactive situations
- identify and use a variety of features of texts to locate information and aid comprehension
- use a variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs
- view, read and listen to media texts, and identify strategies used in them to influence specific audiences

Unit Four: Novel Study (5 weeks)

Possible Texts: *Shattered*, *Acceleration*, *The Absolutely True Diary of a Part-time Indian*

LEARNING ACTIVITIES: *Students will continue to focus on the theme of identity, relationships and overcoming hardships. During this unit, students will read the novel both during class and outside of class as well as complete quizzes and journal responses based on their reading.*

*This unit will evaluate the students' proficiency in the skills they have been studying all semester. The culminating activities will be based on this unit and account for **30% of the final mark**. Learning expectations are similar to those listed above.*

Evaluation:

Listening and Speaking	20%
Reading	30%
Writing	30%
Socio-cultural Competence and Media Literacy	20%

Term Mark = 70%

Final Exam = 30%

ESL DEPARTMENT POLICIES:

Homework will be assigned regularly and monitored.

Students are reminded that deadlines are an important aspect of time and workload management in this course. If, for any reason, you are unable to meet your deadlines, please consult with your teacher before the assignment is due. A penalty may be applied.

Plagiarism from outside sources (the Internet or texts) or copying another student's work is a serious academic offence and will be dealt with accordingly. **DO NOT LEND YOUR WORK.** Both the borrower and the lender will be penalized. Be advised that a **mark of zero** may be the result and that your parents will be notified.

Work missed and covered by a doctor's note must still be made up. **You are not excused from completing class assignments because you have been absent.** It is the student's responsibility to consult with their teacher as soon as they return to school.

Oral presentations will not be rescheduled due to absences. You may forfeit the oral portion of the mark if you miss class. All group members share responsibility for the work assigned. Have more than one copy of group work material. Be respectful of your classmates.

A missed test or piece of in-class writing must be made up within one week of being assigned. It is the student's responsibility to arrange for the makeup date. Students who continually miss such assignments may forfeit the opportunity to rewrite.

Bring all texts and materials to class each day. It is expected that you are prepared for the day's learning activities. You will not be issued with an extra text because you have forgotten yours. Be sure to have a homework buddy and use your planner to record homework assignments and due dates.

ESL EVALUATION OVERVIEW 2019

Unit	Assignment	Lit & Rdg 21%	Writing 21%	Listening and Speaking 14%	Socio-cultural/ Media 14%	
1	Reading & Writing Diagnostic	X	X			70%
1	Grammar/Vocabulary Quizzes	X	X			
1	Personal Narrative		X			
1	Listening Activity			X		
1	Famous Canadian Profile/ Favourite Musician		X		X	
1	Supported Opinion Paragraph		X			
1	Independent Reading Assignment	X				
2	Short Story Reading Quizzes	X				
2	Short Story Sight Test	X	X			
2	Short Story Presentation			X		
2	Short Story Media Product				X	
2	Short Story Literary Essay	X	X			
3	Play/ Graphic Novel Content Quizzes/ Tests	X				
3	Cultural reference Presentation			X		
3	Supported Opinion Essay		X			
3	Next Scene Assignment				X	
4	Novel Tests/ Quizzes	X				

Culminating Activities/Final Assessment

4	Passage Analysis/Reading	X (5%)		X (5%)		30%
4	Media Product				X (5%)	
4	In Class Essay	X (15%)				

Note: Additional/alternate assignments may be assigned and evaluated at the discretion of the teacher.

