






# R. H. KING ACADEMY ENGLISH DEPARTMENT

	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/a/eng/">www.edu.gov.on.ca/a/eng/</a>		<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	<i>English</i>		<b>Course Type</b>	<i>ESL</i>	
<b>Teacher</b>	<i>Miller-Tait</i>		<b>Grade</b>	<i>A,B,C,D,E</i>	
<b>Course Title</b>	<i>English as a Second Language</i>		<b>Credit Value</b>	<i>One</i>	
<b>Course Code</b>	<i>ESL A, B, C, D, E</i>		<b>Prerequisites</b>	<i>N/A</i>	
<b>Ministry Document</b>	<i>The Ontario Curriculum.</i> <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf</a>				
<b>Learning Resources</b>	<i>See specific unit outlines</i>				

## COURSE OUTLINE FOR STUDENTS – ESL A-E

English Department Room C69

Telephone 416-396-5550 X20090

### Description:

This course is designed to prepare students to use English with increasing accuracy in school and social situations and to participate in Canadian society as informed citizens. Students will develop key reading, writing and 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). Students will improve listening and speaking skills through class discussions; study and interpret a variety of grade-level texts; write narratives, articles and summaries in English; and respond critically to a variety of print and media texts.

### 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: *Voices Past and Present*; variety of personal essays and articles

Key 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, profiles etc. Throughout the unit, an emphasis will be placed on language structures (spelling, grammatical forms, 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: Independent Study Unit (concurrently with term 1)**

### **LEARNING ACTIVITIES:**

Students will engage in developing personal reading skills both independently and with teacher guidance. During this unit, students will be provided with the tools to enhance reading skills and strategies, and strengthen analysis through discussion and teacher support. Students will select a novel based on interest and appropriate reading level.

### **Unit Three: Introduction to Literature** (4 weeks)

Texts: Short stories and poetry

Possible thematic exploration: the struggle to adjust to a new culture, need to belong, coming of age, parent-child relationships/conflict 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 literary texts
- create a variety of media texts for specific purposes and audiences
- 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

### **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 presentation 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 situation
- 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*, *The Road to Chlifa*, *A Lesson Before Dying*

**LEARNING ACTIVITIES:** *Students will continue to focus on the theme of relationships and dealing with challenges. During this unit, students will read the novel both in 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%**

### **ENGLISH DEPARTMENT POLICIES:**

All students will require a dictionary.

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. Consult with your teacher as soon as you 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.

Bring all texts and materials to class each day. It is expected that you are prepared for the day's learning activities. Be sure to have a homework buddy and use your planner to record homework assignments and due dates.

## ***ESL EVALUATION OVERVIEW 2016***

ESL Summative Evaluation Overview						
<b>Unit</b>	<b>Assignment</b>	<b>Lit&amp;Rdg 21%</b>	<b>Writing 21%</b>	<b>Listening and Speaking 14%</b>	<b>Socio-cultural/ Media 14%</b>	

1	Grammar/Vocabulary Quizzes		X		
1	Sight Reading Test	X			
1	Personal Narrative		X		
1	Profile of Famous Canadian/Musician	X	X	X	X
1	Supported Opinion Paragraph		X	X	
2	ISU Novel	X	X		
3	Short Story/Poetry Quizzes	X			
3	Film Analysis/Review				X
3	Short Story Journal Responses		X		
3	Short Story Sight Test	X			
3	Short Story Media Product				X
3	Short Story Essay		X		
4	Play/ Graphic Novel Content Quizzes/ Tests	X			
4	Oral Reading Mark			X	
4	Argumentative Essay		X		
4	Next Scene Assignment				X
5	Novel Tests/ Quizzes	X			
5	Research Assignment & Presentation			X	X

### ***Culminating Activities/Final Assessment***

5	Media Product			X (5%)	X (5%)
5	In Class Final Exam		X (20%)		

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