

ESLDO – English as a Second Language, Level 4

GENERAL INFORMATION

Name of School: Rosedale Academy

Department: English

Course Developer: David Boughton, Lakshmi Priya

Development Date: September 2018

Revision Date:

Course Title: English as a Second Language, ESL Level 4, Open

Grade: Level 4

Course Type: Open

Course Code: ESLDO

Credit Value: 1

Curriculum Policy Document: The Ontario Curriculum Grades 9 to 12 English as a Second Language and English Literacy Development, Ministry of Education 2007 (Revised)

Prerequisite: ESLCO

COURSE DESCRIPTION

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; 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 EXPECTATIONS

Listening and Speaking

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

Reading

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

Writing

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

Socio-cultural Competence and Media Literacy

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

OUTLINE OF COURSE CONTENT

	Name of Unit	Time Allocated in Hours
Unit 1	A Better You	9 Hours
Unit 2	Perspectives	11 Hours
Unit 3	Richness	9 Hours
Unit 4	Influence	11 Hours
Unit 5	Think Big	19 Hours
Midterm report cards		
Unit 6	Tastes	9 Hours
Unit 7	Moods	11 Hours
Unit 8	Digital World	9 Hours
Unit 9	Comfort Zone	11 Hours
Unit 10	Lean In	19 Hours
Final report cards		
	TOTAL	118 Hours

TEACHING / LEARNING STRATEGIES

The strategies used are varied to meet the needs and the range of learning styles encountered and they include the following:

Oral	Reading	Writing	Common to all strands
Class Discussion	Journal Responses	Research	Self-Assessment
Socratic Circles	Vocabulary Acquisition Strategies	Note-Taking	Extra Independent Practice
Verbal and Non-Verbal Cues	Text/World/Self Connections	Brainstorming/ Concept Mapping	Reflective Activities
Audio-Visual Presentations	Evaluating Sources	Researching and Synthesizing	Co-operative Shared Learning
Oral Debate	Text Annotations	Drafting	Tests
Panel Discussion	Inferencing	Self-Editing and Peer-Editing	Assignments
Brainstorming	Independent Reading	Forum Discussion	Direct Instruction
Quiz	Anticipation Guides	Peer Feedback	Group Work
Understanding Main Ideas	Guided Reading		Finding Specific Details
Teacher Demonstration	Modeling		Reciprocal Teaching
Think/Pair/Share			

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods.

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product € Forums € Learning Logs € Peer Assessments (rubric) € Practice Worksheets € Assignments (success criteria checklist)	Student Product € Journals € Pre-Skills Checks € Peer feedback (rubric) € Self-feedback € Reports € Practice Worksheets	Student Product € Assignments (rubric) € Journals € Unit Tests (rubric) € Midterm Project (rubric) € Final Project (rubric) € Presentations (rubric)
Observation € Whole class discussions € Self-proofreading	Observation € Class discussions € Group work	Observation € Presentations (rubric)
Conversation € Student teacher conferences € Small Group Discussions € Pair work	Conversation € Student teacher conferences € Small group discussions € Pair work € Peer-feedback € Peer-editing	Conversation € Presentations (rubric) € Tests (rubric)

FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for English.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination.

Achievement Categories

Application:	25%	Knowledge and Understanding:	20%
Communication:	30%	Thinking/Inquiry:	25%

Achievement Chart

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

RESOURCES REQUIRED BY THE STUDENT

ESLDO Online Course of Study

PROGRAM PLANNING CONSIDERATION

Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
Discussion forums	Whole class discussion (written)	Creates a record of each student's contributions
Group activities	Small group collaboration and discussion (written)	Encourages student participation; creates a record
Live sessions	Teacher leads the lesson with students as a class	Observations of whole class and individual students
Workshop	Students submit work for peer assessment to Moodle.	Peers assess each other's work based on rubrics, etc. Promotes assessment as learning
Peer Teaching	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective
Journals	Small group discussions	Improves students' critical inquiry, and reflective thinking skills about the concepts learned within the course
Learning Modules	Students explore content in an interactive manner with built-in assessments as they progress.	Students can navigate content at their own pace and assess their own learning along the way.
Databases	Students upload words, phrases, files, surveys, etc. to the database for peer assessment, presentation, or research.	Student-centered data, peer assessment (as learning).
Glossary	Vocabulary reference	Allows students to reference key course vocabulary and make contributions to help other students
Online Dictionary	Vocabulary reference	Allows students to reference key course vocabulary and make contributions to help other students

English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

Career Education

This course aims to meet the special attention English language learners require in the area of career education. It provides guidance in exploring the full range of educational and career opportunities available to them in their new educational setting. In addition to offering classroom activities that build on the strengths, abilities, and language that students bring with them, this course and its teachers aim to adapt career education materials as needed and to provide students with career-related guidance.

Academic Integrity

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers frequently meet online with their students
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in the school calendar.

Late and Missed Assignment

Independent students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace, but all course requirements must be completed prior to writing their final exam.

Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments. Students may request an extension if they are unable to meet a specific due date. Rosedale Academy reserves the right to deny any request. Late or missed assignments are not accepted without a valid reason.