



The Bishop Strachan School
Department Name: English

Course Title: English as a Second Language Level 4

Grade Level: Multi-level

Ministry Course Code: ESLDO

Teacher's Name: Anna Booth

Developed by: Anna Booth, Annette Chiu

Revision Date: September 2009

Date: September 2007

Developed from: The Ontario Curriculum English as a Second Language and English Literacy Development, 2007

Texts:

McNaughton, Janet. *To Dance at the Palais Royale*. Stoddart, 1998.

Porter, Jessie. *Voices Past and Present*. Wall and Emerson, 2000.

Romeo & Juliet. Barron's Simply Shakespeare, 2002.

Tamaki, Mariko and Jillian Tamaki. *Skim*. Groundwood Books, 2008.

Prerequisite: ESLCO or equivalent

Credits: 1.0

Length: 110 hours

Course Description/Rationale

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 Curriculum Expectations

Listening and Speaking (LS)

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 (R)

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 (W)

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 (S)

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.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Cultural Transition: Adapting to a New Learning Environment	14	Gr.9 Tamakwa Trip 5 h		1	20
2. Coming of Age	25				25
3. Divided Loyalties	25				25
4. Understanding Media	22			2.5	24.5
5. Final Summative Assessment	12		1.5	2	15.5
Total	98	5	1.5	5.5	110

Unit Descriptions

Unit 1 – Cultural Transition: Adapting to a New Learning Environment

In this first unit, students are introduced to their Canadian classroom, reflecting on the changes they are encountering in their new learning environment. Students read and respond to short fiction, non-fiction, and poetry on the themes of adapting to change, cultural transition, and Canadian identity. Literary terms are introduced within the context of the short stories. Students share their diverse experiences through small group and class discussions. Learning strategies around vocabulary building are introduced and students begin their own Vocabulary Notebook, which they keep throughout the course. Language and writing development in this unit focuses on asking questions, school and class communication norms, and paragraph structure. Diagnostic assessment in each skill area (reading, writing, speaking, and listening) is conducted during this unit, and students will be evaluated in the form of short assignments, reflections, and student-teacher conferences. Students will also be introduced to the online language program *Tell Me More*, which they will use throughout the year to hone their grammar, vocabulary, listening and pronunciation skills.

Unit 2 – Coming of Age

This unit focuses on the study of the novel, *To Dance at the Palais Royale*. Students continue to build their comprehension and analytical skills through guided reading and writing exercises, and finish the novel by individually preparing discussion questions and summaries for the final chapters. Students use the school library and archives to learn more about the setting of the novel, preparing brief oral presentations on artifacts they encounter. Language and writing development in this unit focuses on role plays and dialogues, writing first-person journal entries from a character's perspective, summaries, and practicing note-taking skills. Literary analysis and vocabulary expansion also continue in this unit. As a culminating activity, students follow the writing and editing process to create three diary entries on significant events in the novel, as well as creating an artifact replica.

Unit 3 – Divided Loyalties

Through guided readings of excerpts from each act of *Romeo & Juliet*, students are introduced to Shakespeare and the Elizabethan world. Scenes from two film versions of the play are also viewed and analyzed. Sonnet form is studied using the play's prologue, and poetic literary terms are introduced. Students use graphic organizers to gather information on major characters and the issue of divided loyalties, building toward writing formal linked paragraphs using direct evidence and quotations. Students also have an opportunity to prepare oral presentations of a key soliloquy, choosing a piece of music to reflect its mood. This unit also includes opportunities for informal debate practice and scene performances.

Unit 4 – Understanding Media

Students begin their unit focusing on media analysis by looking at the structure of newspaper articles and learning about bias. Students use the internet, newspapers, magazines, television and radio to explore and analyze different types of media. Students then study the graphic novel, *Skim*, including thematic discussion of and reflection on types of discrimination and the rights of Canadian citizens. As a culminating activity, students create and edit their own media project in response to the novel and share these in a class carousel.

Unit 5 – Final Summative Assessment

In addition to in-class speaking and listening activities, students will write an examination in June to assess student performance in accordance with the achievement chart, and overall course expectations.

Teaching/Learning Strategies

Lecture	Brainstorming	Tableau
Demonstration	Group work	Inquiry Process
Reading	Oral Presentation	Self analysis
Structured discussion	Jigsaw	Guest speaker
Interview	Conference	Game
Learning log	Visual/Graphic Organizers	Analysing Bias/Stereotype
Role play	Guided reading	Word Wall
Teacher analysis	Guided writing	

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Interviews	Teacher Anecdotal Records
Work Sheets	Journals	Conferences	Teacher log
Examinations	Presentations	Classroom discussions	Checklists
	Essays	Portfolio interview	Rubrics
		Self-evaluation	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Cultural Transition: Adapting to a New Learning Environment 20 h	LS 1-3 R 1-4 W 1-4 S 1, 3	Reflection on cultural adaptation
			Short story paragraphs
			Conference and teacher log
	2. Coming of Age 25 h	LS 1-3 R 1-4 W 1-4 S 1, 2	Chapter Summary & Presentation
			Artifact Presentation
			Grammar Test
			Journal Assignment
	3. Divided Loyalties 25 h	LS 1-3 R 1-4 W 1-4 S 1, 4	Content Test
			Valentine Poetry Assignment
			Linked Paragraphs
			Soliloquy Presentation
	4. Canadian Immigration through the Media 24.5 h	LS 1-3 R 1-4 W 1-4 S 1-4	Article analysis
			Research notes and Bibliography
			Media response Assignment

30%	5. Summative 15.5 h	LS 1-3 R 1-4 W 1-4 S 1	Summative activities 15% Portfolio building, editing and teacher conference, linked paragraphs Exam 15%
			Total

Course Resources

McNaughton, Janet. *To Dance at the Palais Royale*. Stoddart, 1998.

Porter, Jessie. *Voices Past and Present*. Wall and Emerson, 2000.

Romeo & Juliet. Barron's Simply Shakespeare, 2002.

Tamaki, Mariko and Jillian Tamaki. *Skim*. Groundwood Books, 2008.

Films: *Romeo & Juliet*. Franco Zeffirelli, 1968. Baz Luhrmann, 1996.

<http://www.tellmemoreeducation.com>

CBC News in Review videos.

<http://owl.english.purdue.edu/handouts/>

<http://www.cic.gc.ca/english/index.html>

Achievement Chart – English As a Second Language / English Literacy Development, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., vocabulary, grammatical structures, punctuation, terminology, forms of text and media)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., information and ideas, themes in novels and short stories, literary devices, language variety)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing an inquiry, gathering information, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., selecting, analysing, generating, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information in oral and visual forms (e.g., presentations, dialogues, discussions, role playing, debates, graphic texts, media works) and written forms (e.g., journals, notes, narratives, reports, résumés, stories, poems)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences and purposes in oral, visual, and written forms (e.g., use of English in socially and culturally appropriate ways)	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammatical structures, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., language knowledge, language-learning strategies, reading strategies, vocabulary-building strategies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the language and the social and cultural environment, including the school; between learning English and becoming aware of citizen responsibilities, developing personal and career goals, and understanding cultural references in literature)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness