



Earl Haig Secondary School

English As a Second Language Level C (ESLC08) **Course Outline 2021-2022**

Teacher(s): Mr. P. Vlahos

Prerequisite: ESLB

Course Description

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Achievement Categories for Course and Weighting (85% of course):

Listening and Speaking--Weight: 25%

Demonstrates the ability to understand, interpret and evaluate spoken English for a variety of purposes; uses speaking skills and strategies to communicate in English for a variety of classroom and social purposes; correctly uses the language structures for this level to communicate orally in English

Reading--Weight: 25%

Reads and demonstrates understanding of a variety of texts for different purposes; uses a variety of reading strategies throughout the reading process; uses a variety of strategies to build vocabulary; locates and extracts relevant information from written and graphic texts for a variety of purposes.

Writing--Weight: 25%

Writes a variety of forms for different purposes and audiences; organize ideas coherently in writing; correctly uses the conventions of written English appropriately for this level; including: grammar, usage, spelling and punctuation; uses the stages of the writing process.

Social and Cultural Competence and Media Literacy--Weight: 25%

Uses English and non-verbal communication strategies appropriately in a variety of social contexts; understanding of the rights and responsibilities of Canadian citizenships and of the contributions of diverse groups to Canadian society; demonstrates knowledge and adaptation to the Ontario education system; demonstrates an understanding of--and can interpret--a wide variety of media texts.

Summative Evaluation--Weight: 15% of course



<p>Learning Skills:</p> <p>Responsibility: meets deadlines; take responsibility for own behaviour</p> <p>Organization: establishes priorities and manages time; uses information technology and resources to complete tasks</p> <p>Independent Work: follows instructions with minimal supervision; uses class time to complete tasks</p> <p>Collaboration: accepts an equitable share of work in a group; builds healthy relationships; works with others to achieve group goals</p> <p>Initiative: looks for opportunities for learning; demonstrates curiosity; approaches new task with positive attitude</p> <p>Self-Regulation: sets goals and monitors own progress; seeks assistance when needed; responds to challenges</p>

Assessment, Evaluation Strategies and Late/Missed Assignments

Assessment: Checklists, rubrics, performances and demonstrations, teacher observation, teacher-student conferences, peer checklists, cooperative learning, visual or graphic organizers, self-evaluation, problem solving.

Evaluation: Tests and quizzes, media products, personal response journals, written responses, supported essays, oral presentations, timed in-class writing.

<p><u>Late Assignments</u> Late assignments must be accompanied with a note signed by a parent/guardian stating the reason for tardiness of the assignment. The note must list both the original due date and the date of submission. <i>If an assignment is returned and taken up, the student may not receive a mark.</i></p> <p><u>Missed Tests</u> It is the student's responsibility to make arrangements, ahead of time, for any tests/quizzes that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent/guardian and be prepared to write the test/quiz upon return to school.</p>

<p><u>Units of Study/Themes</u></p> <p>Fiction: short stories, novel study, mythology</p> <p>Drama</p> <p>Poetry: Analysis of short poems, writing short poems</p> <p>Media/Social and Cultural Competence</p> <p>Writing: 3 paragraph persuasive essay</p> <p>Independent Study</p> <p><u>Supplementary Reading</u></p> <p>All students are expected to read a minimum of 500 pages of supplemental reading.</p>	<p><u>Textbooks and other Resources</u></p> <p><i>The Hydrofoil Mystery, A Tale of Two Cities, Hatchet, Great Expectations</i></p> <p><i>Voices past and present text (includes: short stories poems, drama)</i></p> <p><i>A variety of short stories, poems</i></p> <p>Azar Grammar (Black)</p> <p>Mythology excerpts</p> <p><i>Media Text</i></p> <p><i>Canadian history, geography and Civics excerpts</i></p>
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