

	<b>English as a Second Language, Level 3 ESLCO</b>	<b>Inspired Education. Inspiring Students.</b>
-----------------------------------------------------------------------------------	----------------------------------------------------	----------------------------------------------------

**Teacher:**      **\*\*Teacher Name\*\***

**Prerequisite Course:**    None

**Description and Overall Expectations:** 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.

**Listening and Speaking:** 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:** 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:** 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 an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society; demonstrate knowledge of and adaptation to the Ontario education system; demonstrate an understanding of, interpret, and create a variety of media texts.

**Course Resources:**      [Key resource\(s\) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.](#)

**Catholic Graduate Expectations:** Our goal for all students is to experience an education based on our Catholic Graduate Expectations. (<http://www.iceont.ca>) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

**Assessment, Evaluation and Reporting:** The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

- |                     |                                                                                            |
|---------------------|--------------------------------------------------------------------------------------------|
| 1. Responsibility   | fulfills responsibilities and commitments ( <i>e.g. accepts and acts on feedback</i> )     |
| 2. Organization     | manages time to complete tasks and achieve goals ( <i>e.g. meets goals, on time</i> )      |
| 3. Independent work | uses class time appropriately to complete tasks ( <i>e.g. monitors own learning</i> )      |
| 4. Collaboration    | works with others, promotes critical thinking ( <i>e.g. provides feedback to peers</i> )   |
| 5. Initiative       | demonstrates curiosity and an interest in learning ( <i>e.g. sets high goals</i> )         |
| 6. Self-Regulation  | sets goals, monitors progress towards achieving goals ( <i>e.g. sets, reflects goals</i> ) |

Group work supports collaboration, an important 21<sup>st</sup> century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

#### **Mark Breakdown:**

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In English as a Second Language, CO, the summative evaluation will consist of a rich summative task (30%) and no exam.

**Awarding of Course Credit:** Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.

#### **Student and Parent/Guardian Acknowledgement**

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_