



## St. Robert Catholic High School

### Course Information Sheet

2019-21 Revised

<b>COURSE TITLE: ESL LEVEL 3</b>	<b>COURSE CODE: CO</b>	<b>Prerequisite: ESL BO or Board Assessment</b>
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#### 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.

#### CONNECTION TO OUR CATHOLIC FAITH

The students will reflect on learning linking them with personal faith experiences within the Catholic community. Students will also develop their literacy skills with sensitivity to others. The course also integrates the gospel values, and affirms respect for the diversity and interdependence of the world's peoples and cultures.

Strand	Overall Expectations
<b>Listening and Speaking</b>	<ol style="list-style-type: none"><li>1. Demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;</li><li>2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;</li><li>3. Use correctly the language structures appropriate for this level to communicate orally in English.</li></ol>
<b>Reading</b>	<ol style="list-style-type: none"><li>1. Read and demonstrate understanding of a variety of texts for different purposes;</li><li>2. Use a variety of reading strategies throughout the reading process to extract meaning from texts;</li><li>3. Use a variety of strategies to build vocabulary;</li><li>4. Locate and extract relevant information from written and graphic texts for a variety of purposes.</li></ol>
<b>Writing</b>	<ol style="list-style-type: none"><li>1. Write in a variety of forms for different purposes and audiences;</li><li>2. Organize ideas coherently in writing;</li><li>3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling and punctuation;</li><li>4. Use the stages of the writing process.</li></ol>
<b>Socio-Cultural Competence and Media Literacy</b>	<ol style="list-style-type: none"><li>1. Use English and non-verbal communication strategies appropriately in a variety of social contexts;</li><li>2. Demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contribution of diverse groups to Canadian society;</li><li>3. Demonstrate knowledge of and adaptation to the Ontario education system;</li><li>4. Demonstrate an understanding of, interpret, and create a variety of media texts.</li></ol>

Units and Approximate Timelines	
Unit Title	Time
In Our Own Voices	4 weeks
Building a Sense of Community	4-5 weeks
Career Exploration/Poetry Study	4 weeks
Preparing Catholic Graduates for Success in the Workplace/Drama Study	4-5 weeks
Media	Integrated
Skills: Writing Process: Improving Written Work & Language Study, and Independent Learning	Integrated

**Learning Strategies Employed in the Course:** Group work, teacher directed lessons, role playing, debates, hands on activities, interpretation and analysis of various media (videos, TV, posters, newspapers), essay writing, analysis of charts, maps and graphs

CATEGORY WEIGHTINGS (Term Work)		EVALUATION BREAKDOWN		
Listening and Speaking	20%	TERM WORK  70%	FINAL	30%
Reading	20%		* CPT	10%
Writing	20%		* EXAM	20%
Socio-Cultural and Media	10%			
<b>Note:</b> The KTCA category weighting (Knowledge, Thinking, Communication, and Application) is <b>equal</b> for most tasks (25 each category). Some individual tasks may vary, but the total result for all course tests and assignments will be 25/25/25/25 KTCA.				

**Assessment and Evaluation Strategies Employed in the Course:** A variety of strategies are employed to allow students to demonstrate their achievement of course expectations. These may include: presentations, self and peer assessment, learning logs, portfolios, conferences, metacognition, rubrics, checklists, quizzes, tests, exams and/or performance tasks.

## LEARNING SKILLS AND WORK HABITS

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
→ Fulfills responsibilities and commitments within the learning environment. → Completes and submits class work, homework, and assignments according to agreed-upon timelines. → Takes responsibility for and manages own behaviour.	→ Devises and follows a plan and process for completing work and tasks. → Establishes priorities and manages time to complete tasks and achieve goals. → Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.	→ I independently monitors, assesses, and revises plans to complete tasks and meet goals. → Uses class time appropriately to complete tasks. → Follows instructions with minimal supervision.	→ Accepts various roles and an equitable share of work in a group → Responds positively to the ideas, opinions, values, and traditions of others. → Builds healthy peer-to-peer relationships through personal and media-assisted interactions. → Works with others to resolve conflicts and build consensus to achieve group goals. → Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.	→ Looks for and acts on new ideas and opportunities for learning. → Demonstrates the capacity for innovation and a willingness to take risks. → Demonstrates curiosity and interest in learning. → Approaches new tasks with a positive attitude. → Recognizes and advocates appropriately for the rights of self and others	→ Sets own individual goals and monitors progress towards achieving them. → Seeks clarification or assistance when needed. → Assesses and reflects critically on own strengths, needs, and interests. → Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. → Perseveres and makes an effort when responding to challenges.

The York Catholic CDSB Guidelines for Implementation of Ministry Policy, Growing Success: Assessment, Evaluation and Reporting in Ontario schools is available on the board website: [www.ycdsb.ca](http://www.ycdsb.ca)

Student Fees: In accordance with Board Policy 312B, there are no course fees for basic course materials (e.g. textbooks, workbooks, handouts). Some courses may offer enhancements (e.g. field trips, musical instruments, activities) for which there maybe a fee. Board Policy 312B is available on the board website at [www.ycdsb.ca](http://www.ycdsb.ca).

Name of Teacher: \_\_\_\_\_

PRINTED NAME AND SIGNATURE OF STUDENT

PRINTED NAME AND SIGNATURE OF PARENT/GUARDIAN