



St. Robert Catholic High School Course Information Sheet

2019-21 Revised

Course Title: ESL Level 1	Course code: ESL AO	Prerequisite: Board Assessment
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COURSE DESCRIPTION

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns, read short adapted texts, and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

CONNECTION TO OUR CATHOLIC FAITH

This course provides students with opportunities to begin to fulfill their Ontario Catholic School expectations. The course will develop the learner as a discerning believer in the Catholic Faith community, an effective communicator, and a reflective and creative thinker on an educational journey geared towards becoming a self-directed, responsible, and life-long learner, who is a collaborative contributor, a caring family member, and a responsible citizen. An integral part of the course content centres on the importance of family, building of community, respect for diversity, values formation and academic literacy.

Strand	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 contribution 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

UNIT TITLE	APPROXIMATE TIMELINE
The School, Community, and Me	3 weeks
Introduction to Canada	4-5 weeks
Day by Day	3 weeks
People in the News	4 weeks
Your Stories – My Stories	3-4 weeks
Skills: Writing Process: Improving Written Work and Language Study, and Independent Learning	Integrated

Instructional 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), paragraph and essay writing, analysis of charts, maps and graphs.

CATEGORY WEIGHTINGS	EVALUATION BREAKDOWN
Listening and Speaking 30% Reading 15% Writing 15% Socio-Cultural and Media 10% Total 70%	Term Work: 70% Final 30% * CPT 10% * Exam 20%

* **Note:** The KTCA category weighting (Knowledge, Thinking, Communication, and Application) is **equal** for most tasks (25% for each category). Some individual tasks may vary, but the total result for all course tests and assignments will be 25/25/25/25 for KTCA.

Assessment and Evaluation Strategies and Tools: A variety of strategies and tools are employed to allow students to demonstrate their achievement of course expectations. For example, these may include: presentations, conferences, peer and self-assessments, response journals, interviews, learning logs, quizzes, tests, observations, performance tasks, portfolios, checklists, exemplars, rating scales, rubrics, metacognition, anecdotal notes and exam.

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.	* 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 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

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 may be a fee. Board Policy 312B is available on the board website at www.ycdsb.ca.

Name of Teacher: _____

PRINTED NAME AND SIGNATURE OF STUDENT

PRINTED NAME AND SIGNATURE OF PARENT/GUARDIAN