



Insight Academy of Canada

Course Outline

Course Title	English as a Second Language ESL Level 4
Grade	Level 4
Course Type	Open
Course Code	ESLDO
Credit Value	1.0
Curriculum Policy Documents	The Ontario Curriculum: English as a Second Language and Literacy Development (revised) 2007 Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
Prerequisite(s)	ESL Level 3 or equivalent*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment

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

Expectations and Strands

There are two sets of expectations for each curriculum area in the ESL program:

- The overall expectations-these describe in general terms the knowledge and skills the students are expected to demonstrate by the end of the course
- The specific expectations-these describe the expected knowledge and skills in greater detail and will be outlined in full in the Course of Study

The content in each of the ESL and ELD courses is organized into four interrelated strands, or broad areas of learning: Listening and Speaking, Reading, Writing, and Socio-cultural competence and Media Literacy. Effective instructional activities blend expectations from the four strands in order to provide English language learners with the kinds of experiences that promote meaningful learning and that help students recognize how language and literacy skills in the four strands overlap and strengthen one another. The program at all levels is designed to develop a range of essential skills in the four interrelated strands, built on a solid foundation of knowledge of the language conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are provided with opportunities to monitor and reflect on their learning, and each strand includes expectations that call for such reflection.

A. Listening and Speaking By the end of the course, students will:	
A1	demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
A2	use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
A3	use correctly the language structures appropriate for this level to communicate orally in English.
B. Reading By the end of the course, students will:	
B1	read and demonstrate understanding of a variety of texts for different purposes;
B2	use a variety of reading strategies throughout the reading process to extract meaning from texts;
B3	use a variety of strategies to build vocabulary;

B4	locate and extract relevant information from written and graphic texts for a variety of purposes.
C. Writing By the end of the course, students will:	
C1	write in a variety of forms for different purposes and audiences;
C2	organize ideas coherently in writing;
C3	use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
C4	use the stages of the writing process.
D. Socio-Cultural Competence and Media Literacy By the end of the course, students will:	
D1	use English and non-verbal communication strategies appropriately in a variety of social contexts;
D2	demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;
D3	demonstrate knowledge of and adaptation to the Ontario education system;
D4	demonstrate an understanding of, interpret, and create a variety of media texts.

Outline of Course Content

*Note: All four overall strands of the course (Reading, Writing, Speaking and Listening, and Socio-Cultural Competence and Media Literacy) will be taught in each of the following units, along with the appropriate grammar concepts outlined in the Language Reference Chart in The Ontario Curriculum, Grades 9 to 12, English as a Second Language and English Literacy Development (Revised) 2007. All units implement inquiry-based learning strategies and processes and therefore, allotted times must be flexible to support student learning. Adjustments will be made accordingly.

Unit No.	Unit Title	Instructional Time	Overall Expectations
1	Listening & Speaking	22 hours	A1, A2, A3
2	Reading	22 hours	B1, B2, B3, B4
3	Writing	22 hours	C1, C2, C3, C4
4	Canadian Life	22 hours	D1, D2, D3
5	Media Literacy	22 hours	D4
Total Instructional Time		110 HOURS	

5	Final Exam	2 hours	All
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Unit Descriptions

<p>Unit 1: Listening & Speaking</p> <p>Students will work with each other and the teacher to develop listening and speaking skills in this unit. The unit focuses on developing fluency in speaking as students will listen and then practice to improve English speaking skills.</p> <p>Specific Expectations: A1.1, A1.2, A2.1, A2.3, A3.1, A3.2, A3.3</p>
<p>Unit 2: Reading</p> <p>Students will learn strategies that will be employed for before, during and after reading to increase comprehension of all types of texts. This unit focuses on comprehension, vocabulary and grammar.</p> <p>Specific Expectations: B1.1, B1.2, B1.3, B1.4, B1.5, B2.1, B2.2, B2.3, B2.4, B3.1, B3.2, B3.3, B4.1, B4.2, B4.3</p>
<p>Unit 3: Writing</p> <p>Students will be encouraged to practice correct and effective grammar, punctuation, spelling, and vocabulary in all assignments integral to the course. Connecting texts and concepts to the world they are familiar with so that they can extend their knowledge on a more personal level will help with thoughtfulness, analysis, and synthesis.</p> <p>Specific Expectations: C1.1, C1.2, C1.3, C2.1, C2.2, C3.1, C3.2, C4.1, C4.2, C4.3, C4.4, C4.5</p>
<p>Unit 4: Canadian Life</p> <p>Students will learn about verbal and non-verbal communication strategies to be applied in a variety of social contexts. This unit will also inform students about Canadian citizenship and society. Students will also learn more about adapting to school life in Ontario.</p> <p>Specific Expectations: D1.1, D1.2, D2.1, D2.2, D2.3, D3.1, D3.2, D3.3, D3.4, D4.1, D4.2, D4.3</p>
<p>Unit 5: Media Literacy</p> <p>Students will focus on television, newspaper and the Internet and how those sources present the</p>

same event. Students will compare advertisements and develop an understanding of the intended target audience. The final task in this unit will be the creation of a media text.

Teaching and Learning Strategies

Effective instruction is key to student success and students learn best when they are engaged in a variety of ways of learning. Teachers at Insight Academy of Canada (IAC) provide numerous opportunities and use a variety of instructional, assessment, and evaluation strategies to help students develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The activities offered enable students not only to make connections among these concepts throughout the course but also to relate and apply them to relevant societal, environmental, and economic contexts. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn and to become lifelong learners.

Each unit of the course contains a Unit Overview, a number of Lessons, and Assignments. Lessons are delivered through the following format.

- **Mind on.** Students are introduced to the content through a variety of exploratory and instructional strategies including watching videos, films, oral discussions, dialogue with peers and reading a variety of texts.
- **Action.** Students practice and apply their new learning through oral and written responses. Students are actively engaged in their assessment process as they monitor their own learning to determine their next steps and set individual learning goals.
- **Consolidation.** Students are provided opportunities to demonstrate what they have learned through independent practice, reflection assignments, and discussion posts and an exit card.
- **Extension Activities.** Students study extra lesson resources, complete homework assignment, and response to teacher's follow-up questions to expand their learning and prepare for unit test.

Along with some of the strategies noted in the assessment and evaluation strategies charts below, teaching and learning strategies will include:

- **Activity Based Strategies:** Student completes assigned activities reflecting the learning goals of the course
- **Cooperative Strategies:** Small group learning providing high levels of student engagement and interdependence through discussion posts/student feedback/debates
- **Direct Instruction Strategies:** Teacher guided instruction on areas for student improvement based on chats, office hours, assignment feedback
- **Independent Learning Strategies:** Students analyze their own strengths and weaknesses through self-assessment
- **Technology and Media Based Applications:** Integrating technology into the course when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students.
- **Thinking Skills Strategies:** Independent generation of best learning practices and characteristics
- **Inquiry Research Mode:** Detailed steps focused upon using sources properly in own work and through feedback from teacher and peer

Activity Based Strategies	Cooperative Strategies	Direct Instruction Strategies
• Panel discussion	• Structured Discussions	• Lecture

<ul style="list-style-type: none"> • Online videos • Articles • Online research 	<ul style="list-style-type: none"> • Peer Commentary • Peer interactive communication • Peer Editing 	<ul style="list-style-type: none"> • Practice/Drill • Review • Articles/Videos • Worksheets
Independent Learning Strategies <ul style="list-style-type: none"> • Homework Q&A • Independent Reading • Independent Study • Report • Note taking • Discussion Posts • Online Research • Summary Review • Worksheets • Discussions • Online research • Exit Card • Self-assessment 	Technology and Media Based Applications <ul style="list-style-type: none"> – Homework Q&A online submission – Independent Reading – Videos Q&A – Discussion Posts – Online Research 	Thinking Skills Strategies <ul style="list-style-type: none"> • Sharing opinions/offering commentary • Brainstorming • Questionnaires/self-reflection • Literature Analysis • Oral Explanation • Applications to current events/real companies of their choice • Self-reflection/time management techniques
Inquiry Research Mode <ul style="list-style-type: none"> • Research Process • Dialogues with Teacher & Peers 		

Strategies for Assessment & Evaluation of Student Performance

Insight Academy of Canada's (IAC) Assessment and Evaluation policy is aligned with the Ministry of Education's Growing Success policy document which outlines the assessment, evaluation, and reporting policies and practices in Ontario schools.

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a course. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards, and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers will use assessment and evaluation strategies that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Evaluation and Reporting of Student Achievement

Insight Academy of Canada's (IAC) will use the Provincial Report Card, Grades 9–12, for formal written reports to students and parents two times a semester. The report card provides a record of the student's achievement of the curriculum expectations in the course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for the course, and a credit is granted and recorded for the course in which the student's grade is 50% or higher. The final grade for the course will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination and media project administered at the end of the course.

Assessment and Evaluation Categories and Weights			
Achievement Categories	Percent	Evaluation for Final Grade	Percent
Knowledge/Understanding	25%	Term Work	70%
Inquiry/Thinking	25%		
Communication	25%	Final Evaluations	30%
Application	25%		

Reporting on Demonstrated Learning Skills & Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative & Self-regulation. These learning skills and work habits are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement). The separate evaluation and reporting of the learning skills and work habits in these six areas reflect their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, IAC teachers use a variety of strategies throughout the course.