

KBUR OAK SECONDARY SCHOOL
York Region District School Board
ESL DEPARTMENT

English as a Second Language, ESL Level 2, Open (ESLBO)
COURSE OF STUDY OUTLINE

Course Information:

Course Code: ESLBO1

Grade: All

Type: Open

Credit Value: 1

Prerequisite: ESLAO1 or placement based on assessment

Course Teacher: Kam-fay Ip

Work Room: 2004

Contact Information: (905) 202-1234 ext. 2004

Email: Kam-fay.Ip@yrdsb.ca

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 contributions 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.

Overview of the Course:

This course extends students' listening, speaking, reading, and writing skills in English for every-day and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

The Units	Description of the Units:
All About Me	The teacher will use this introductory unit to get to know their students. Students will have a chance to show who they are. This introductory unit will also help them to get to know their fellow classmates, since they will be working closely together to learn English. Students will also set goals for their classes. The unit will help them learn about their school and what it can do to help them be successful. These resources will promote success in high school, group work and in English. Some teaching strategies in this unit are: ice breakers, group paragraph writing and practice presentations.
Short Stories/Poetry	Students will have the opportunity to read many different stories/ poems and to learn the literary elements. During this time, they will also have a chance to discuss these stories/poems in small groups. They will learn different reading strategies in order to help them understand the texts that they are reading. Two of the main teaching strategies for this unit is teacher read-alouds and think-alouds.
Novel Study	Students will have the time to read aloud together and discuss a novel together. They will have a chance to use the reading strategies that they learned in the previous unit to help them understand the novel. Two of the main teaching strategies for this unit is teacher modelling read alouds and novel discussions.
Canada and Me and Media Studies	Students will learn more about Canada since it is a big country. They will then do some research about Canada. They will have opportunities to discuss what it means to be a Canadian and what Canada can offer them. Students will then have the opportunity to see how pictures can send messages to people and then they will make their own visual of their projects based on their research. Some teaching strategies in this unit are: teacher modelling of research skills, looking at exemplars and programs to create media projects.
Culminating	Students will show what they have learned this semester by displaying their knowledge throughout culminating activities. For evaluations, see below.

Assessment and Evaluation:

Summative Assignments (70% of the final grade)	Final Summative Activities (30% of the final grade)
Knowledge and Understanding 15%	Culminating Assignment 15%
Thinking 20%	Written Examination 7.5%
Communication 20%	Interview 7.5%
Application 15%	

In ESL, we believe giving students a lot of time for practice. For every assignment that we complete in this class, there are opportunities to ensure that the teacher and the student have conferenced, there is time for process work and opportunities for peer and teacher feedback. We scaffold all assignments in order to build the skills for mainstream English classes.

Materials:

- Bur Oak's Library Materials - personal reading novels
- Teacher-Selected Stories/Poems
- Google Classroom
- Teach Assist - <https://ta.yrdsb.ca/yrdsb/>

ESL Department Head: Kathy Brown	Work Room: 2051
Contact Information: kathy.brown@yrdsb.ca (905) 202-1234 ext. 2051	Course Outline Revised: Fall 2018 Program Developers: Kathy Brown, Owen Norris, Kassandra Young

This Course Outline has been adapted from: *The Ontario Curriculum: English as a Second Language and English Literacy Development 2007 Ministry of Education 2007*