

**BUR OAK SECONDARY SCHOOL**  
**York Region District School Board**  
**ESL DEPARTMENT**

**English as a Second Language, ESL Level 1, Open (ESLAO)**  
**COURSE OF STUDY OUTLINE**

**Course Information:**

**Course Code:** ESLAO1

**Grade:** All

**Type:** Open

**Credit Value:** 1

**Prerequisite:** none

**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 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 every-day 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.

<b>The Units</b>	<b>Description of the Units:</b>
<b>All About Me</b>	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.
<b>Short Stories/Poetry</b>	Students will have the opportunity to read many different stories/ poems and to learn very basic elements of fiction and 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. Three of the main teaching strategies for this unit is teacher read-alouds and think-alouds, viewing movies and TV shows.
<b>Canada and Me and Media Studies</b>	Students will learn some information about Canada. They will then do some basic research about Canada to learn about the country they are living in. They will have opportunities to discuss what it means to be a Canadian and what Canada can offer them. After completing research, students will have the opportunity to see how pictures appeal to them and then create their own visual project 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.
<b>Culminating</b>	Students will show what they have learned this semester by displaying their knowledge throughout culminating activities. For evaluations, see below.

### Assessment and Evaluation:

<b>Summative Assignments (70% of the final grade)</b>	<b>Final Summative Activities (30% of the final grade)</b>
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/>

<b>ESL Department Head:</b> Kathy Brown	<b>Work Room:</b> 2051
<b>Contact Information:</b> Kathy.Brown@yrdsb.ca (905) 202-1234 ext. 2051	<b>Course Outline Revised:</b> Fall 2018 <b>Program Developers:</b> 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*

<http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912curr.b.pdf>