

Course Profile

Beginning Communication in English ESL Level 1

Grade 9

Open

- *for teachers by teachers*

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Course Overview

ESL

Identifying Information: Beginning Communication in English

Department: ESL	Course Developers: Wendy Gruner
District: Ontario Central	Lidija Biro
Course Title: Beginning Communication in English	Charlene Fitzpatrick
Grades: 9 to 12	Cathy Johnson
Course Type: Open	Development Date: February - April 1999
Ministry Course Code: ESLAO	Course Revisors: Joyce Rogers
Credit Value: 1	Paul Gaudet
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	Revision Date: April 7, 1999

Description/Rationale

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

How This Course Supports The Ontario School Graduate Expectations

This course will provide students with opportunities to begin to fulfill their Ontario Catholic School Graduate expectations. This 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 centers on the importance of family, building of community, respect for diversity, values formation, and academic literacy.

Unit Titles (Time and Sequence)

Unit 1	The School, Community, & Me	20 hours
Unit 2	Introduction to Canada	20 hours
Unit 3	Day By Day	30 hours
Unit 4	People in the News	20 hours
Unit 5	Your Story - My Story	20 hours

Unit Organization

Unit 1: The School, Community, & Me

Time: 20 hours

Description:

In this unit, students will demonstrate an understanding of basic school routines, the school and community environment, and expectations of the Ontario Catholic educational process. Using experiential learning and real life situations, students will be introduced to basic language structures (e.g. present tense, present continuous, prepositions, and simple punctuation), and vocabulary of school and community. In the culminating activity students will review all materials through a creative and collaborative project. This unit supports other units in that it provides the basis for successful transition to life in Canada.

Ontario Catholic School Graduate Expectations: CGE 2a, 3c,e,f, 4a, 5a, 7b.

Strands: Oral And Visual Communication; Reading; Writing; Social And Cultural Competence

Overall Expectations: AORV.01X, .02X, .03X, .04X; AREV.02X, .03X, .04X; AWRV.01X, .02X; ASCV.01X, .02X.

Specific Expectations: AOR1.01X, 1.02X, 1.03X, 1.05X; AOR2.01X, 2.02X, 2.03X, 2.04X; AOR3.01X, 3.02X, 3.03X, 3.05X, 3.06X; AOR4.01X; ARE1.02X, 1.05X; ARE2.01X, 2.02X, 2.03X, 2.04X; ARE3.01X, 3.03X; ARE4.01X, 4.04X; AWR1.01X, 1.02X, 1.03X, 1.04X; AWR2.01X, 2.02X, 2.03X, 2.05X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.02X; ASC2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X.

Unit 2: Introduction to Canada

Time: 20 hours

Description:

In this unit, students will demonstrate a beginning awareness and appreciation of Canada's regional and cultural diversity. In addition, students will begin their journey towards becoming responsible citizens who give witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life. Students will continue to build on basic language structures such as simple assertive and interrogative sentences, prepositions, and adjectives, as well as developing vocabulary and a knowledge of Canada and its culture. A culminating activity will provide opportunities for review and creativity using various media. This unit supports other units by developing an understanding of Canada, thus facilitating successful integration.

Ontario Catholic School Graduate Expectations: CGE1d,h, 2c,e, 3b,c,d,e, 4a,d,e,h, 5a,e,g, 7d,e,g,i.

Strands: Oral And Visual Communication; Reading; Writing; Social And Cultural Competence

Overall Expectations: AORV.01X, .02X, .04X; AREV.02X, .03X, .04X; AWRV.02X; ASCV.01X, .02X

Specific Expectations: AOR1.01X, 1.03X, 1.04X, 1.05X, 1.06X, 2.01X, 2.02X, 2.03X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 4.01X, 4.02X, 4.05X, 4.06X; ARE1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.01X, 4.02X; AWR1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.01X, 1.02X, 1.03X, 2.02X, 2.05X, 2.06X, 2.08X.

Unit 3: Day By Day

Time: 30 hours

Description:

In this unit, students explore the role of the family in the Catholic community as well as a number of everyday survival themes and routines. Students develop vocabulary, knowledge of both oral and written English language patterns including skills in grammar and punctuation. This unit supports other units in that it prepares students for common Canadian activities.

Ontario Catholic School Graduate Expectations: CGE 2a,b,c,d, 3a,b,c, 4a,b,c,d,e,f, 5a,b,c,d,e,f,g, 7a,b.

Strands: Oral And Visual Communication; Reading; Writing; Social and Cultural Competence.

Overall Expectations: A0RV.01X, .02X, .03X, .04X; AREV.01X, .02X, .03X; AWRV.01X, .02X; ASCV.01, .02X.

Specific Expectations: AOR1.01X, 1.03X, 1.04X, 1.05X, 1.06; AOR2.01X, 2.02X, 2.04X; AOR3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 3.06X; AOR4.01X, 4.02X; ARE1.01X, 1.02X, 1.03X, 1.04X, 1.05X; ARE2.01X, 2.02X, 2.03X, 2.04X; ARE3.02X, 3.03X, 3.04X; ARE4.01X, 4.02X; AWR1.01X, 1.02X, 1.03X; AWR2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.02X, 1.03X; ASC2.05X, 2.06X, 2.07X, 2.08X.

Unit 4: People in the News

Time: 20 Hours

Description:

In this unit, students examine a number of people and events in the news, both past and present, those behind the scenes and those in the media spotlight. Specific attention is paid to Canadian heroes, career opportunities, and media literacy, as well as integrating Catholic faith tradition when viewing the arts, and using media, technology, and information systems. Students view, read, or listen to a variety of media-related information sources such as TV news reports, advertisements, telephone directories and Yellow Pages, the school library/resource centre, newspapers, or school newsletters and bulletins. This unit supports and continues to develop students' knowledge of word order, negative construction, contractions, punctuation, nouns and pronouns, prepositions, subjects and predicates, and skills in interviewing, questioning, intonation patterns, informal/formal register, and paragraph writing.

Ontario Catholic School Graduate Expectations: CGE1a,b,d,h, 2a,b,c,d,e, 3a,b,c,d,e, 4a,b,c,d,e,f,g, 5a,b,c,f,g, 7a,b,c,f,g.

Strands: Oral And Visual Communication; Reading; Writing; Social And Cultural Competence

Overall Expectations: A0RV.01X, .02X, .03X, .04X; AREV.01X, .02X, .03X, .04X; AWRV.01X, .02X; ASCV.0X1.

Specific Expectations: AOR1.0X, 1.02X, 1.03X, 1.04X, 1.05X, AOR2.02X, 2.03X, 2.04X; AOR3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 3.06; AOR4.01X, 4.02X, 4.03X; ARE1.02X, 1.03X, 1.04X, 1.05X, 1.06X; ARE2.02X, 2.03X, 2.04X; ARE3.01X, 3.02X, 3.03X, 3.04X, 3.05X; ARE4.01X, 4.02X; AWR1.02X, 1.03X, 1.04X; AWR2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.01, 1.02X; ASC2.05X, 2.06X, 2.07X, 2.08X.

Unit 5: Your Stories - My Stories

Time: 20 hours

Description:

The students read for enjoyment from a variety of sources. They interact with honesty and sensitivity to each other as members of Christ's family. As effective communicators they speak, write, listen, and respond critically in the light of gospel values. Together the teacher and the students decide on themes for this final unit, which can include folklore, fairytales, and the immigrant experience using modified reading materials. They apply appropriate strategies to read, understand, and interpret information and ideas, and show through a variety of responses an understanding of the readings. In writing their personal stories they demonstrate correct language structures and a variety of styles as studied in the preceding units.

Ontario Catholic School Graduate Expectations: 1d,h, 2a,b,c,d, 3b,c,d,e,f, 4a,b,c,d,e,f,g, 5a,e,f,g, 6c, 7b,f,g.

Strands: Oral And Visual Communication; Reading; Writing; Social And Cultural Competence

Overall Expectations: ESL1A0RV.01X, .02X; AREV.01X, .02X, .03X; AWRV.01X, .02X; ASCV.01X.

Specific Expectations: ESLAOR1.02X, 1.03X, 1.04X, 1.05X; AOR2.02X, 2.03X; AOR3.01X, 3.04X, 3.05X, 3.06X; AOR4.02X; ARE1.01X, 1.02X, 1.05X, 1.06X; ARE3.02X, 3.05X; ARE4.02X; AWR1.01X, 1.02X; AWR2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.09X; ASC1.03X; ASC2.05X, 2.06X, 2.07X, 2.08X.

Course Notes

Ongoing routines include journal and a learning log. The writing portfolio is introduced in Unit 3. Teachers should develop a reservoir of found materials, especially visuals, to use as reinforcement for classroom activities and vocabulary.

Appendices to support each unit are attached to that unit. They are coded thus: the first number indicates unit, second indicates activity within the unit, and third the appendix within the activity, e.g., 1-2.3 = Unit 1, Activity 2, Appendix 3. Appendices for one unit may be referred to in another unit.

Peer tutors are usually trained through Guidance and provide useful support. In the absence of this program, teachers should consider training students to assist in the ESL classroom.

As class composition may vary widely even at the beginner's level, it is obviously necessary to adjust level of delivery of the profile material to the student's linguistic level while still covering all expectations. Exam preparation and final evaluation for ESLAO is included as Appendix A at the end of this profile.

OSS Policy Applications:

As ESL students who are new to Canada are frequently unfamiliar with the Canadian school system's methods of evaluation, it is important to address this throughout the course and to include parents in the process (6.2.2). ESL students also need assistance in accessing guidance and career counselling (7.2) and assistance in developing their Annual Education Plan (5.2). ESL students and teachers can also play a significant role in anti-discrimination education through contact with peer tutors and fellow students, and sharing of culture and work (7.13).

Course Evaluation:

A comprehensive course evaluation is attached to the Course Overview (pp. 6 -7).

Evaluation of Student Achievement

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Oral and Visual Communication		Oral and Visual Communication	25
• Knowledge/Understanding	25	Reading	15
• Thinking/Inquiry/Problem Solving	25	Writing	15
• Communication	25	Social and Cultural Competence	15
• Application/Making Connections	25	Final Evaluation	30
Reading		Course Grade	100
• Knowledge/Understanding	25		
• Thinking/Inquiry/Problem Solving	25		
• Communication	25		
• Application/Making Connections	25		
Writing			
• Knowledge/Understanding	30		
• Thinking/Inquiry/Problem Solving	20		
• Communication	30		
• Application/Making Connections	20		
Social and Cultural Competence			
• Knowledge/Understanding	30		
• Thinking/Inquiry/Problem Solving	20		
• Communication	20		
• Application/Making Connections	30		
Final Evaluation			
• Knowledge/Understanding	30		
• Thinking/Inquiry/Problem Solving	20		
• Communication	20		
• Application/Making Connections	30		

COURSE EVALUATION

A) Teacher Self-Evaluation (Sample)

1. Which teaching/learning strategies worked well? Which did not? Why?
2. Did the curriculum (content and skills) meet the needs of the students? Was it inclusive of gender and cultural diversity?
3. What modifications to the curriculum or instruction were made for special needs students?
4. Was there sufficient assessment in the four areas of Knowledge/Understanding, Thinking/Inquiry, Communication, and Application?
5. How successful was the course? What improvements could be made?

B) Student Evaluation Of Course (Sample)

Circle the appropriate answer or fill in the blanks.

1. Why did you take this course? a) to improve my English b) because a teacher said I had to
2. Rate how this course helped you. a) not much b) somewhat c) a lot
3. What did you like about this course?: _____

When did you learn best? Rate the teaching/learning strategies from 1-5 (1=the best; 5=the worst)

4. When the teacher was talking to the whole class/group_____
5. When you were working in a small group or with partners__
6. When you were working alone_____
7. When you could see, touch, move things you were learning about
8. When you used a book_____
9. What did you learn in this course that you will never forget? _____

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Beginning Communication English, ESL Level 1, Open (ESLAO)

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- AORV.01X participate in oral learning tasks and engage in social interaction in the classroom;
- AORV.02X use high-frequency words and simple sentence patterns to communicate meaning;
- AORV.03X demonstrate some awareness of different levels of formality in social interaction;
- AORV.04X obtain key information from media works.

Specific Expectations

Developing Fluency in Oral Communication

By the end of this course, students will;

- AOR1.01X demonstrate an understanding of classroom directions and activities, and of key vocabulary;
- AOR1.02X understand and respond to a short, simple story, either told or read aloud (e.g., retell key events, ask questions, express opinions and preferences);
- AOR1.03X give and respond to straightforward directions and instructions;
- AOR1.04X describe personal experiences;
- AOR1.05X participate in conversations by responding to specific questions, using short phrases;
- AOR1.06X use some major forms of non-verbal communication, common courtesies, and variations in tone of voice in English.

Developing Accuracy in Oral Communication

By the end of this course, students, will:

- AOR2.01X use basic conversational vocabulary in school and community environment (e.g., frequently used verbs, names of articles of clothing, food, places in the community);
- AOR2.02X use subject-predicate (noun-verb) word order, the verb *to be*, simple verb tenses, negatives, questions, plurals, pronouns, and common contractions;

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- AOR2.03X express feelings in a variety of contexts, using suitable vocabulary (e.g., express likes and dislikes);
- AOR2.04X imitate some key English stress and intonation patterns (e.g., rising intonation at the end of a question).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- AOR3.01X respond to teachers and peers with an appropriate degree of formality in most classroom situations;
- AOR3.02X use gestures and facial expressions to bridge gaps in English-language knowledge;
- AOR3.03X use polite forms for greetings and leave-takings in formal and informal situations;
- AOR3.04X obtain a teacher's attention in a courteous manner;
- AOR3.05X use an appropriate speech volume in different settings (e.g., in a library or gymnasium, in small-group discussions);
- AOR3.06X take turns in conversations and classroom discussions.

Developing Media Knowledge and Skills

By the end of this course, students will:

- AOR4.01X view, listen to, and read media works to obtain information and to complete assigned tasks (e.g., report the weather as forecast on television; compile sports scores from the newspaper; obtain geographical data about Canada from a CD-ROM or on-line database);
- AOR4.02X follow teacher presentations on overhead transparencies;
- AOR4.03X retell key events from films that have little or no dialogue or narration.

Reading

Overall Expectations

By end of this course, students will:

- AREV.01X read and respond to short passages from fiction and non-fiction text designed or adapted for beginning learners of English, with teacher guidance;
- AREV.02X use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;
- AREV.03X use some key reading strategies for decoding and comprehension, with teacher guidance;
- AREV.04X find specific information in straightforward reference materials, with teacher guidance.

Specific Expectations

Reading and Responding

By the end of this course, students will;

- ARE1.01X read language-experience stories composed by the class, and identify or read aloud specific words or sentences;
- ARE1.02X follow simple written instructions (e.g., fill in the blanks; circle the correct answers);
- ARE1.03X extract information from signs, advertisements, notices, timetables and maps, relating to the school and community environment;
- ARE1.04X read and retell simple stories, using a variety of strategies (e.g., picture sequencing, sentence combining, dramatization);
- ARE1.05X select, read and respond to abridged and modified material (e.g., write a personal response to a story);
- ARE1.06X use classroom and school libraries to find suitable reading materials for personal enjoyment.

Developing Vocabulary

By the end of this course, students will:

- ARE2.01X demonstrate comprehension of the vocabulary and phrases common in print environment of the school and community (e.g., choose words or phrases to label objects or locations; complete a sentence; provide a caption for a photograph or illustration);
- ARE2.02X determine the meaning of unfamiliar words, using pictures and illustrations;
- ARE2.03X use dictionaries to clarify words meanings (e.g., bilingual, pictorial, and monolingual learner dictionaries);
- ARE2.04X include key conceptual vocabulary in personal word lists for classroom study (e.g., *multiple, history, keyboarding*).

Using Reading Strategies for Comprehension

By the end of this course, students will:

- ARE3.01X identify the letters of the Roman alphabet in both print and script;
- ARE3.02X decipher new words, using phonics and simple sound patterns as aids;
- ARE3.03X use alphabetical order in tasks such as searching the telephone book and learner dictionaries;
- ARE3.04X demonstrate comprehension of some simple language forms or patterns used in texts, such as simple verb tenses, adjectives, question forms, negatives, plurals, common contractions, and basic prepositions of location and direction (e.g., provide a missing word in a predictable pattern such as noun-verb-adverb);

ARE3.05X use punctuation and capitalization to determine meaning (e.g., recognize proper nouns).

Developing Research Skills

By the end of this course, students will:

ARE4.01X locate key information in telephone books, maps, and monolingual learner and bilingual dictionaries;

ARE4.02X locate key facts in informational texts designed or adapted for beginning learners of English.

Writing

Overall Expectations

By the end of this course, students will:

AWRV.01X write in a variety of forms, with teacher guidance;

AWRV.02X use some simple sentence patterns and key conventions of standard Canadian English to write about classroom topics and activities.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

AWR1.01X create individual and group language-experience stories (e.g., sequence and provide captions for a series of photographs of a class activity or field trip);

AWR1.02X write short, structured compositions of personal relevance (e.g., follow a model to produce a simple journal entry);

AWR1.03X write basic personal information on simple forms (e.g., fill in an application form for a public-transit pass);

AWR1.04X compose short messages (e.g.; write simple questions, notes and greetings).

Developing Accuracy in Written Communication

By the end of this course, students will:

AWR2.01X write legibly, using the Roman alphabet, in cursive and printed forms;

AWR2.02X write simple assertive, interrogative, and imperative sentences;

AWR2.03X use simple verb tenses, plurals, pronouns, count nouns, adjectives, and basic prepositions, with teacher guidance;

AWR2.04X use the negative construction in simple sentences (e.g., *I don't speak Spanish*);

- AWR2.05X use capitals at the beginning of sentences and for frequently occurring proper nouns (e.g., names, countries, months);
- AWR2.06X use periods and question marks at the end of sentences, and apostrophes in commonly used contractions;
- AWR2.07X spell correctly frequently used words from classroom and personal word lists;
- AWR2.08X confirm spellings, using learner, bilingual, and pictorial dictionaries and classroom charts;
- AWR2.09X use some notebook conventions and formats appropriate to other subject areas (e.g., headings, titles, dated).

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- ASCV.01X demonstrate a beginning awareness and appreciation of Canada’s regional and cultural diversity;
- ASCV.02X demonstrate adaptation to some key teacher expectations and school routines.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- ASC1.01X demonstrate knowledge of basic facts about Canada (e.g., identify the regions, provinces, territories, and capital cities of Canada; provide information about common Canadian customs and holidays);
- ASC1.02X demonstrate respect for cultural differences in Canada by showing courtesy and sensitivity to others;
- ASC1.03X communicate information about various cultures (e.g., naming practices, forms of address, celebrations, family roles and relationships).

Adapting to the Ontario Classroom

By the end of this course, students will:

- ASC2.01X find/map important locations in the school and community;
- ASC2.02X identify key school and community personnel;
- ASC2.03X follow important school routines (e.g., emergency procedures);
- ASC2.04X follow individual school timetables, including special school schedules (e.g., “short period” days);

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- ASC2.05X work cooperatively with a partner on shared classroom tasks;
 - ASC2.06X behave appropriately in coeducational and/or mixed-age groupings (e.g., treat male and female classmates with equal respect);
 - ASC2.07X evaluate their own skill in completing learning tasks, using simple evaluation forms;
 - ASC2.08X adapt learning strategies to a task and to the conditions of learning (e.g., remain on task in group and individual activities; locate or share necessary resources).