

# Course Profile

## English for School and Work

ESL Level 3

Open

• *for teachers by teachers*

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## Course Overview

### English for School and Work, Open

**Identifying Information:****School:****Department:** ESL**District:****Course Title:** English for School and Work**Course Type:** Open**Ministry Course Code:** ESLCO**Credit Value:** 1.0**Course Developer(s):**Michelle Asselstine, Toronto Catholic District  
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**Development Date:** April 1999**Course Revisor(s):****Revision Date:****Additional Codes:****Description/Rationale**

This course is designed to improve students' accuracy in using English in classroom situations for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

**How This Course Supports the Ontario Catholic School Graduate Expectations**

In this course students will reflect on literature, informational texts and media works linking them with personal faith experiences within the Catholic community and finding connections to and parallels with gospel/Biblical stories using the key visual: "What are the Gospel Values - Guiding Principles of a Christian Way of Life" (see Appendix A). The goal of the course is to enable students to find meaning, dignity, fulfilment and vocation in work that contributes to the common good and respects and affirms the diversity and interdependence of the world's peoples and cultures.

**Unit Titles (Time and Sequence) [Units must total to 110 contact hours]**

Unit 1	In Our Own Voices - Transitions and Transformations	30 Hours
Unit 2	Career Exploration	20 Hours
Unit 3	Building A Sense of Community - Contributions of Immigrants to Canada	35 Hours
Unit 4	Preparing Catholic Graduates for Success in the Workplace	25 Hours

# Unit Organization

## Unit 1: In Our Own Voices - Transitions and Transformations

**Time:** 30 Hours

### Description

Through participation in a variety of activities, students will find their voice as they integrate into the diverse Canadian society. The unit activities provide opportunities for the individual to grow spiritually, intellectually, and socially as a reflective, creative thinker. By reading and responding to fiction and non-fiction, students will demonstrate their understanding of the elements of these genres and gain understanding, empathy and sensitivity to a variety of cultures within the Canadian mosaic. Activities in this unit will support students in becoming independent, self-directed learners who use a variety of strategies, visual tools and metacognitive skills to enhance their learning in all subjects. The language focus in this unit is: the language structures used for making comparisons, interrogative constructions and figurative language.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1a, 2a, c, 3c, d, 4a, 5a, 6c, 7f, g, i, j

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:** CORV.01, 02, 03, 04, CREV.01, 02, 03, 04, CWRV.01, 02, 03, 04, CSCV.01, 02

**Specific Expectations:** COR1.02, 03, 04, 05, 07, 2.01, 02, 3.01, 4.01, 03, CRE1.01, 02, .03, 04, 2.01, 02, 3.01, 02, 03, 05, 4.02, 03, CWR1.01, 02, 03, 04, 2.01, 02, 03, 06, 3.01, 02, 03, 06, 07, CSC 2.02, 04

## Unit 2: Career Exploration

**Time:** 20 Hours

### Description

In this unit, students will participate in a variety of activities designed to help them develop greater self-awareness and to help them explore possible career paths. Through the use of reflective tools, students will develop a greater awareness of their values, abilities and career aspirations. Students will broaden their knowledge about career paths through experiential learning opportunities and research activities. Participation in the unit activities will help students to develop a religious understanding of work. Graphic organizers and visual tools will be used to facilitate students' acquisition of new information. The language focus addressed in this unit is: interrogative constructions; interview and problem-solving gambits; and subject-specific terms.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** CGE 1d, g, 2a, 4a, g, 5b

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:** CORV.01, 02, 03, CREV.01, 02, 03, 04, CWRV.01, 02, 03, 04, CSCV.02

**Specific Expectations:** COR1.01, 02, 03, 04, 05, 06, 07, 2.01, 02, 3.01, 02, 4.01, 04, CRE1.01, 04, 2.01, 02, 3.01, 02, 03, 4.01, 02, 03, CWR1.01, 03, 04, 2.01, 02, 03, 04, 05, 3.01, 02, 03, 04, 05, 06, 07, 08, CSC1.04, 2.01, 02, 03, 04, 06

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### **Unit 3: Building a Sense of Community – Contributions of Immigrants to Canada**

**Time:** 35 hours

**Unit Developer(s)**

Michelle Asselstine, Toronto Catholic District School Board  
Maureen Cassidy, Toronto Catholic District School Board

**Development Date:** June 1999

**Description**

Students develop an understanding of the contributions of immigrants to the building of Canada. Through activities using media works and informational, narrative, and poetic texts, students explore the legacy of immigrants and make connections to their own roots and Catholic faith traditions. Reflecting upon their personal experiences and those of their families, students recognize their roles and responsibilities in Canada's past, present, and future. Students discover the relationship between some important aspects of history and geography and current Canadian issues and recognize the influence of these subject disciplines on artistic expression, while expanding their repertoire of learning strategies. Making comparisons, expressing opinions, media terminology, and the use of the passive voice are the language structures addressed in this unit.

**Strand(s) and Expectations**

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

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:** CORV.01, .02, .03, .04, CREV.01, .02, .03, .04, CWRV.01, .02, .03, .04, CSCV.01, .02.

**Specific Expectations:** COR1.01, .02, .03, .04, .05, .06, .07, 2.01, .02, 3.01, .02, 4.01, .02, .03, .04, CRE1.01, .04, 2.01, .02, 3.01, .02, .03, 4.01, .02, .03, CWR1.01, .02, .03, 2.01, .02, .03, .04, .05, 3.01, .02, .03, .06, .07, .08, CSC1.01, .02, .03, .04, 2.04, .06.

### **Unit 4: Preparing Catholic Graduates for Success in the Workplace**

**Time:** 25 hours

**Developer(s)**

Michelle Asselstine, Toronto Catholic District School Board  
Maureen Cassidy, Toronto Catholic District School Board

**Description**

Students identify the traits of a successful worker and explore ways in which they can prepare for a workplace that is constantly changing. They discuss the basic competencies needed by all workers: interpersonal skills, ability to use resources efficiently, ability to acquire and use information effectively, ability to use a variety of technologies, and aptitude for understanding complex systems. By participating in role-playing activities, students discuss workplace ethics. The goal of this unit is to enable students to act ethically and morally based on Catholic faith traditions, recognizing the dignity and self-worth of all persons. The language structures addressed in this unit are: seeking clarification, making predictions, interviewing, and the vocabulary related to the workplace.

## Strand(s) and Expectations

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

**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:** CORV.01, .02, .03, .04, CREV.02, .03, .04, CWRV.01, .02, .03, .04, CSCV.02.

**Specific Expectations:** COR1.01, .02, .03, .04, .05, .06, .07, 2.01, .02, 3.01, .02, .03, 4.01, .02, .03, .04, CRE1.04, 2.01, .02, 3.01, .02, .03, 4.01, .02, .03, CWR1.01, .02, .03, .04, .05, 2.01, .02, .03, .04, .05, 3.01, .02, .03, .04, .05, .06, .07, .08, CSC1.04, 2.02, .03, .04, .05, .06.

<b>Instructional Strategies</b>	<b>Assessment Strategies</b>	<b>Main Resources</b>
<p><b>Brainstorming</b> - group generation of initial ideas expressed without criticism or analysis</p> <p><b>Conferencing</b> - student to student discussion</p> <p><b>Cooperative Learning Strategies</b> - learning through collaborative group work</p> <p><b>Graphic Organizers and Visual Key</b> - tools to organize information to support understanding</p> <p><b>Interviewing</b></p> <p><b>Reader's Theatre</b> - translation of text into script to be read aloud in parts</p> <p><b>Report/Presentation</b> - oral and written presentation of researched topic to class</p> <p><b>Research</b> - students explore and research a topic of interest</p> <p><b>Role-Playing</b></p> <p><b>Scaffolding</b> - providing contextual supports for meaning during instruction or assessment (e.g. visual displays, tables)</p> <p><b>Think-aloud</b> - teachers/ students describe aloud the thinking processes they are using in reading or problem solving</p> <p><b>Video clips</b> - use of short videotaped segments to assess oral language</p>	<p><b>Personal Communication</b></p> <ul style="list-style-type: none"> <li>• journals/conferencing logs</li> <li>• self assessment</li> <li>• student-teacher conferences</li> <li>• oral interviews</li> <li>• information gap activities</li> <li>• oral presentations</li> </ul> <p><b>Paper and Pencil Tests</b></p> <ul style="list-style-type: none"> <li>• unit tests (knowledge)</li> <li>• mid-term and final exams</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• formal/informal</li> </ul> <p><b>Performance Assessment</b></p> <ul style="list-style-type: none"> <li>• research project</li> <li>• portfolios</li> <li>• collages</li> <li>• graphic organizers</li> <li>• letters</li> <li>• exhibitions</li> <li>• photo journals</li> <li>• music montages</li> <li>• timelines</li> <li>• poster displays</li> <li>• brochures</li> <li>• scrapbooks</li> <li>• dramatic performances</li> <li>• learning logs</li> <li>• reflective writing samples</li> </ul> <p><b>Assessment tools will include:</b></p> <ul style="list-style-type: none"> <li>• checklists</li> <li>• marking schemes</li> <li>• rubrics</li> <li>• anecdotal comments with suggestions for improvement</li> <li>• learning logs</li> <li>• story/text retelling</li> <li>• surveys</li> <li>• rated checklists</li> </ul>	<p>“A Scattering of Seeds-- The Creation of Canada”. Produced by White Pine Pictures, 1998.</p> <p>Berish, L. and Thibaudeau, S. <u>Canadian Concepts</u>. Scarborough: Prentice-Hall Canada, 1995.</p> <p>Berish, L. and Thibaudeau, S. <u>Grammar Connections</u>. Scarborough: Prentice-Hall Canada, 1993.</p> <p>“Building Literacy in the Classroom - Literacy Strategies for Teachers by Teachers” (Grades 9 - 12)”. The Metropolitan Toronto School Board, 1997. (1c, 2c, 3c, 4c, 5c, 6c) videotapes</p> <p>Cisneros, S. <u>The House on Mango Street</u>. New York: Vintage Books, 1989.</p> <p><u>Cultural Profiles</u>. University of Toronto. School of Social Work. AMNI Centre, 1998.</p> <p>Fleischman, P. <u>Seedfolks</u>. New York: Joanna Cotler, 1997.</p> <p>Linklater, L. <u>Canadian By Choice</u>. Citizenship and Immigration Canada, 1994.</p> <p>McCloskey, M.L. and Stack, L. <u>Voices in Literature</u>. Bronze, Gold and Silver. Boston, MA: Heinle &amp; Heinle, 1996.</p> <p>Misener, J. and Butler, S. <u>Exploring Your Horizons</u>. Toronto: McGraw-Hill Ryerson Ltd., 1998.</p> <p>Porter, J. Ed . <u>New Canadian Voices</u>. Toronto: Wall &amp; Emerson Inc., 1991.</p>

## Evaluation of Student Achievement

<b>Knowledge/Skill Category Weighting</b>	<b>%</b>	<b>Course Grade Weighting</b>	<b>%</b>
	<b>100</b>		30
<b>Final Evaluation: Portfolio Assessment</b>	25	Final Evaluation	10
• Knowledge/Understanding	25	Oral and Visual Communication	25
• Thinking/Inquiry/Problem Solving	25	Reading	25
• Communication	<b>100</b>	Writing	10
• Application/Making Connections	25	Social and Cultural Competence	100
<b>Oral and Visual Communication</b>	25	Course Grade	
• Knowledge/Understanding	25		
• Thinking/Inquiry/Problem Solving	25		
• Communication	<b>100</b>		
• Application/Making Connections	30		
<b>Reading</b>	30		
• Knowledge/Understanding	10		
• Thinking/Inquiry/Problem Solving	30		
• Communication	<b>100</b>		
• Application/Making Connections	25		
<b>Writing</b>	20		
• Knowledge/Understanding	30		
• Thinking/Inquiry/Problem Solving	25		
• Communication	<b>100</b>		
• Application/Making Connections	25		
<b>Social and Cultural Competence</b>	25		
• Knowledge/Understanding	25		
• Thinking/Inquiry/Problem Solving	25		
• Communication	25		
• Application/Making Connections	25		

## Course Notes

- As ESLCO is an open course designed for students in any grade, the selection of resource materials must take into consideration the age and maturity of the second language learners. Teachers should consult their Board's equity documents and use these guidelines to select appropriate course materials.
- Teachers administer a battery of diagnostic tests at the beginning of the course to determine students' strengths and weaknesses. This diagnostic assessment includes a variety of graded reading passages (narrative and informational) which are used to identify reading strategies used by the students and to evaluate their comprehension of the selections. Students are directed to provide a writing sample in response to a prompt. Some teachers may wish to have students complete a second writing sample in their first language for a comparative analysis. Teachers should use the information gleaned from these diagnostic assessments to plan an appropriate program. In addition, teachers should use the data from formative and summative assessments administered throughout the ESLCO course to make modifications/accommodations to the Teaching/Learning Strategies and Assessment/Evaluation tools.

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- Teachers inform students at the beginning of ESLCO that they are required to maintain a portfolio for the duration of the course. Teachers provide students with clear guidelines about the compulsory and optional components of the portfolio. Teachers should also provide students with a rubric for assessing the ESLCO portfolio and review the criteria for evaluation. Each portfolio entry must be accompanied by one of the four sample Portfolio Reflection Sheets (see Appendix 1.6). At the end of the course, teachers schedule a portfolio conference with each student.
  - A vocabulary graphic organizer, a wordsmithing log, a learning log, and a variety of key visuals are used throughout the course.
  - Teachers consult The Ontario Curriculum policy documents in Guidance and Co-operative Education prior to developing ESL course profiles. Although one component of ESLCO focusses on the use of language for personal and career planning, this course is not a substitute for the compulsory Guidance course.
  - Senior students in ESLCO would benefit greatly from a co-operative education experience.

### **Course Evaluation**

Teachers as reflective practitioners should evaluate the effectiveness of their course through the use of feedback from students, self and colleagues. This critical self-evaluation should be on-going and used to make revisions to the course to meet students' needs.

Portfolio assessment has been selected as one way of gauging the effectiveness of this course. "A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas." (Burke, 1994, viii). The portfolio for ESLCO will be assessed using the "The Achievement Chart for ESL/ELD" on pages 68 and 69 of The Ontario Curriculum Grades 9 to 12: English As a Second Language and English Literacy Development, 1999.

The portfolio for this course will contain samples of student work and student self-assessments. Students will receive clearly stated criteria at the outset of the course. During the portfolio conference, the teacher will discuss the student's progress, identifying his/her strengths and weaknesses as evidenced by the collection of data in the portfolio. This student-teacher conference will enable the student to target realistic personal goals in light of the feedback he/she receives. The teacher will use the information gleaned from the portfolio conference to plan the next step in the teaching learning cycle.

## 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.

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**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.