

*Public District School Board Writing Partnership*

# Course Profile

## **Beginning Communication in English ESL**

Level 1  
Open

*• for teachers by teachers*

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## **Acknowledgments**

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## Course Overview

### English as a Second Language AO

### Beginning Communication in English, ESL Level 1, Open

#### Identifying Information

**School:**

**Department:**

**District:**

**Course Title:** Beginning Communication in English, Level 1

**Grade:** Nine

**Course Type:** Open

**Development Date:** August 1999

**Ministry Course Code:** ESLAO

**Credit Value:** 1

**Secondary Policy Document:**

**Course Developer(s):** Jane Campbell, Hazel Excell, Michelle Flecker, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor.

#### Description/Rationale

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

#### Unit Titles (Time and Sequence)

Unit 1	Getting Acquainted	20 hours
Unit 2	A Time for All Seasons	20 hours
Unit 3	O Canada!	25 hours
Unit 4	The Balance of Nature	25 hours
Unit 5	Wellness	20 hours

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## Unit Organization

### Unit 1: Getting Acquainted

**Time:** 20 hours

#### Description

In this unit students develop the ability to use simple oral and written language for beginning communication at home, at school, and in the community. Using authentic orientation materials, students demonstrate the ability to use simple sentence patterns and key conventions of standard English to participate in social interactions in the classroom and the community. They begin to use reading strategies to acquire beginning English vocabulary and to adapt to key teacher expectations and school routines.

#### Strand(s) and Expectations

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

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

**Specific Expectations:** AOR1.01X, 1.02X, 1.03X, 1.04X, 1.05X, 1.06X, 2.01X, 2.02X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.02X, 4.03X; ARE1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 4.01X; AWR1.01X, 1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X, 2.07X, 2.08X; ASC1.02X, 1.03X, 2.01X, 2.02X, 2.03X, 2.04X, 2.05X, 2.06X.

### Unit 2: A Time for All Seasons

**Time:** 20 hours

#### Description

In this unit students acquire essential vocabulary and language structures to describe the passage of time, the seasons, and celebrations in Canada. Students are able to locate information in reference materials and from media works. Through studying Canada's common customs and holidays, students continue to demonstrate the ability to use simple English sentences in oral and written communication, including sharing customs from their countries of origin.

#### Strand(s) and Expectations

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

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

**Specific Expectations:** AOR1.01X, 1.02X, 1.04X, 1.05X, 2.01X, 2.02X, 2.03X, 3.06X, 4.01X, 4.03X; ARE1.04X, 2.01X, 3.04X, 3.05X, 4.02X; AWR1.01X, 1.02X, 1.04X, 2.01X, 2.04X, 2.05X, 2.06X, 2.07X; ASC1.01X, 1.03X, 2.04X, 2.05X, 2.07X.

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### **Unit 3: O Canada!**

**Time:** 25 hours

#### **Description**

In this unit, students demonstrate knowledge of basic facts about Canada's geography and peoples. By using reference materials and media works, students obtain and record basic information in a variety of written forms, and develop a beginning awareness and appreciation of Canada's regional and cultural diversity. Students continue to add to their reading logs begun in Unit 1 (Appendix 3).

#### **Strand(s) and Expectations**

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

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

**Specific Expectations:** AOR1.01X, 1.02X, 1.03X, 1.05X, 1.06X, 2.01X, 2.02X, 2.04X, 3.01X, 3.03X, 3.05X, 3.06X, 4.01X, 4.02X, 4.03X; ARE1.01X, 1.02X, 1.03X, 1.04X, 1.05X, 2.01X, 2.02X, 2.03X, 2.04X, 3.03X, 3.04X, 3.05X, 4.01X, 4.02X; AWR1.01X, 1.02X, 1.04X, 2.02X, 2.03X, 2.05X, 2.06X, 2.07X, 2.08X, 2.09X; ASC1.01X, 1.02X, 1.03X, 2.05X, 2.06X, 2.07X, 2.08X.

### **Unit 4: The Balance of Nature**

**Time:** 25 hours

#### **Description**

Students study ecology as a vehicle for English language development and explain some simple scientific concepts as a first step in preparation for the study of other content courses. Students determine the meanings of unfamiliar words using pictures and illustrations. They continue to build their personal vocabulary lists and are introduced to expository writing of short structured compositions.

#### **Strand(s) and Expectations**

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

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

**Specific Expectations:** AOR1.01X, 1.02X, 1.04X, 1.05X, 1.06X, 2.01X, 2.02X, 2.03X, 2.04X, 4.01X, 4.03X; ARE1.02X, 1.04X, 1.05X, 1.06X, 2.02X, 2.03X, 2.04X, 3.04X, 4.02X; AWR1.01X, 1.02X, 1.03X, 1.04X, 2.02X, 2.03X; ASC2.01X, 2.05X, 2.07X, 2.08X.

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## Unit 5: Wellness

**Time:** 20 hours

### Description

Students study health and nutrition to further develop their English language skills. Communication with the medical community and the maintenance of a well-balanced lifestyle are emphasized. Students complete personal information forms, and through role playing, express their state of health and feelings in a variety of contexts.

### Strand(s) and Expectations

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

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

**Specific Expectations:** AOR1.01X, 1.02X, 1.03X, 1.04X, 1.05X, 2.01X, 2.02X, 2.03X, 2.04X, 3.01X, 3.02X, 3.03X, 3.04X, 3.05X, 3.06X, 4.01X, 4.02X; ARE1.02, 1.03X, 1.04X, 2.01X, 2.02X, 2.03X, 2.04X, 3.02X, 3.04X, 4.01X; AWR1.02X, 1.03X, 1.04X, 2.01X, 2.02X, 2.03X, 2.04X, 2.07X, 2.08X, 2.09X; ASC1.02X, 1.03X, 2.05X, 2.06X, 2.07X, 2.08X.

### Course Notes

In addition to the detailed teaching and learning strategies presented in this course, a number of ongoing classroom routines which are part of a balanced language learning program are to be established at the beginning of the course. These include the following: student journal writing; silent reading of English, first language and bilingual materials; keeping a reading log; reading aloud by the teacher; listening to tapes at the class listening centre; keeping a personal vocabulary list or book; teaching relevant Canadian cultural material at appropriate times throughout the year; compiling a personal career list; maintaining individual portfolios of student work; and compiling a co-operative classroom picture dictionary.

In addition, students coming from diverse backgrounds have varying degrees of exposure to teaching strategies such as co-operative group work. Teachers want to present a well-paced introduction to the concept of working and learning in groups and continue to develop this strategy throughout the course. Self-evaluation forms for reflection on group work skills are included in many of the units in the course. A beginning level English as a Second Language class is of a heterogeneous nature, with students ranging in age from 14 to 18, and most likely features continuous intake of newly arrived students throughout the semester or school year. Some students have had more previous educational opportunities than others; some have had more exposure to English, both formal and informal, than others. Suggestions for supporting students with varying levels of English proficiency include: preparing packages of introductory materials to distribute to students as they arrive; keeping a class stock of visuals and word cards for students to learn and review vocabulary independently, in pairs or small groups; and providing opportunities for practice with English language learning software.

Many newly arrived ESL students will be experiencing culture shock, family separation, and dislocation at the same time as they begin to cope with attending school in a new country. The ESL teacher should be aware of and sensitive to the many changes and adaptations which immigrant and refugee students face, and strive to create a welcoming and secure classroom environment for all learners.

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## Teaching/Learning Strategies

Brainstorming/webbing, modelled writing, journal writing, co-operative learning groups, teacher read-alouds, silent reading, listening centre, graphic organizers, K-W-L charts, think/pair/share, worksheets, Total Physical Response, field trips, language games, vocabulary charts, key word lists, compiling a classroom picture dictionary, choral reading, student-created books, student-created videos, class and community surveys, information gap, cloze exercises, questionnaires, language experience stories, directed reading, mapping, classifying and categorizing, Internet searches, activity centres, making a collage, pair, group and class interaction, viewing non-narrative videos, sharing languages and cultures, role-play, follow teacher presentations on over-head transparencies, self and peer assessment, student presentations, collection portfolios, independent projects, CD-ROM research, songs, library research with print and electronic materials.

## Assessment/Evaluation

Portfolios, group and individual presentations, role plays, projects, quizzes, written tests, listening tasks, dictations, labelling of diagrams, charts and maps, projects, self-assessments, peer assessments, journals, tracking of reading logs, diagnostic teacher observations, examinations.

## Resources

Acosta, Joan. *Canada Coast to Coast, Second Edition*. Toronto: ITP Nelson, 1999.

Berish, Lynda and Sandra Thibaudeau. *Canadian Concepts, Books 1 and 2*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Berish, Lynda, Sandra Thibaudeau, and Maria De Rosa Wilson. *Grammar Connections 1*. Toronto: Prentice Hall Allyn and Bacon, 1995.

Carver, Tina Kasloff, Sandra Douglas Fotinos, and Clarice Cooper. *A Canadian Conversation Book: English in Everyday Life, Second Edition*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Chabot, John. *101 Illustrated Crossword Puzzles*. Virgil, Ontario: Full Blast Productions, 1994.

Chabot, John. *Thematic Activities for Beginners in English*. Virgil, Ontario: Full Blast Productions, 1995.

Fuchs, Marjorie. *The Oxford Picture Dictionary: Beginning Workbook: Canadian Edition*. Toronto, Oxford University Press, 1999.

Kaskens, Anne-Marie. *A Beginning Look at Canada*. Toronto: Prentice Hall Allyn and Bacon, 1998.

Molinsky, Steven and Bill Bliss. *Side By Side, Secondary School Edition, Book 1*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Molinsky, Steven and Bill Bliss. *Word By Word Beginning Workshop, Canadian Edition*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Molinsky, Steven and Bill Bliss. *Word By Word Picture Dictionary, Canadian Edition*. Toronto: Prentice Hall Allyn and Bacon, 1997.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary: Canadian Edition*. Toronto: Oxford University Press, 1999.

## Software

*The Rosetta Stone*, Fairfield Language Technologies

*Tense Buster*, Clarity English Software. Also distributed by NAS Educational Software

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## **Ontario Secondary School Policy Applications**

### Education for Exceptional Students

At every point in this course, teachers should take into account the needs of any exceptional students as set out in their Individual Education Plan. ESL students show the full range of learning exceptionalities in the same proportions as do other Ontario students. Some students arrive with already identified learning needs, while the needs of others are identified when their progress in English-language acquisition and cultural adjustments differs significantly from that of students from similar backgrounds and with similar educational experiences.

It is important not to identify students as learning disabled on the basis of performance or behaviour that reflects a normal process of second language acquisition or that reflects a lack of prior opportunity to learn the knowledge and skills being tested.

### The Role of Technology in Curriculum

It is important for all ESL students to be given opportunities to develop competence in using computers and other technology. In this ESLAO course, students are given opportunities to produce pieces of writing using word processing programs, to do simple research on a variety of topics through the Internet and to access information through the use of CD-ROM software programs.

### Career Education

ESL students need help in exploring the full range of educational and career opportunities available to them in their new country and educational setting. This ESLAO course provides students with career education related opportunities such as field trips, guest speakers from various disciplines, and modified career education strategies such as the compilation of a careers list. In addition, co-op students who may be tutors in ESLAO classes, make the newly arrived students aware of future co-op opportunities.

### Health and Safety

Students who are recent arrivals from other countries may have special health and safety needs while they are learning English as a Second Language. This ESLAO course includes a complete unit entitled “Wellness”, which addresses a number of health and safety concerns such as good nutrition, personal hygiene, appropriate names for parts of the body, and accessing health care services. Students are encouraged to share and value cultural differences in these areas. In addition, throughout this course, students learn about emergency procedures at school and in the community, as well as about safety protocol in various areas of the school.

Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many students. The units and activities created in this course have been carefully chosen and structured to relate to the adjustment process that students experience during their initial period of residence in Canada. As well, throughout this course, the teacher is expected to be sensitive to the range of experiences that students bring with them. The teacher must recognize the equal legitimacy of students choosing to share or keep private their experiences and feelings resulting from the trauma of war, flight, loss and dislocation.