



ESL Course Syllabus

Name of School: Ace Acumen High School Academy

Department: ESL department

Course Developer: Amanda Lee

Course Development Date: January 2018

Course Revision Date: ---

Course Title: Ace Acumen ESL

Course Description:

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other post-secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in speaking presentations and listening exercises; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively.

Ace Acumen Academy's ESL program is full-time (20 hours per week) and consists of four levels (i.e. beginner, low-intermediate, intermediate, and high intermediate). In this program, students will study listening, speaking, reading, writing and grammar.

Placement Test

Upon arrival, students will take an English Placement Test, which will determine the course level that they should be enrolled in. The English Placement Test is approximately 1.5 hours long, and it consists of the following four sections: listening, reading, grammar and writing. Progressing to the Next Level

Once enrolled in the ESL program, students may progress to the next level if they pass their current course with a score of 65% or higher. This score is determined by students' grades on tests and assignments (e.g. oral presentations, writing, etc.). Whether or not students are eligible to continue to the next level will be decided by the students' teacher(s) and ESL administrators.

ESL Expected Outcomes

Listening and Speaking	<ul style="list-style-type: none">• demonstrate the ability to understand, interpret, and evaluate spoken English use speaking skills and strategies to communicate in English for classroom and social purposes;• use the language structures appropriate for this level to communicate orally in English
Reading	<ul style="list-style-type: none">• read and demonstrate understanding of a variety of texts for different purposes;• use a variety of reading strategies throughout the reading process to extract meaning use a variety of strategies to build vocabulary;• locate and extract relevant information from written and graphic texts for a variety of

	<p>purposes.</p> <ul style="list-style-type: none"> Encourage the development of reading strategies, such as contextualization of new vocabulary, preview, skim and identify the structure of the text in order to help students to understand the written language
Writing	<ul style="list-style-type: none"> write in a variety of forms for different purposes and audiences; organize ideas coherently in writing; use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation; use the stages of the writing process. Expand the learner’s use of grammatical appropriate language for speaking and writing situations in order to develop effective communications

TEACHING & LEARNING STRATEGIES

Strategies marked with “x” are used in the course.			
Direct Instruction (teacher-led)	x	Class Activity (teacher facilitation)	x
Direct Instruction (discussion possible)	x	Experiential learning (learn by doing)	
Class Discussion (teacher facilitated)	x	Worksheets/Surveys	x
Small Group Discussion	x	Individual or Group Research	x
Partner Discussion/Conferencing	x	Teacher modeling	x
1:1 Conferencing Teacher & Student	x	Text-based modeling	x
Teacher reading to class	x	Use of Computers / Internet	x
Silent individual reading	x	Use of video tape or audio materials	
Group based reading	x	Role Playing	
Independent Work (teacher facilitation)	x	Presentations	x
Group Work (teacher facilitation)	x	Guest Speaker / Interviews / Questions	
Brainstorming	x	Field Trip	
Team/Independent Problem Solving	x	Independent Study Unit	

ASSESSMENT & EVALUATION

Purpose

The primary purpose of assessment is to improve student learning. Assessment relates directly to the expectations for the course.

A variety of assessments for and as learning are conducted on a regular basis to allow ample opportunities for students to improve and ultimately demonstrate their full range of learning and in order for the teacher to gather information to provide feedback. Assessment tasks relate to the success criteria set out in lesson plans. Success criteria allow students to see what quality looks like.

Evaluation is the process of judging the quality of student work in relation to the achievement chart categories and criteria, and assigning a percentage grade to represent that quality. Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Assessment for Learning - we provide feedback and coaching

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment as Learning - we help students monitor progress, set goals, reflect on their learning

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.

Assessment of Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

Grading	Evaluation Method/Assignments
A: 80% - 100%	two listening exercise: 14%
B: 70% - 79%	Three written assignments: 24%
C: 60% - 69%	Two reading assignments: 16%
D: 50% - 59%	Two speaking assignments: 16%
F: 0% - 49%	Summative Exam: 30%

Grading

- The final grade is based on performance in 3 areas: products, observations, conversations.
- 70% of the grade is based on evaluations conducted throughout the course.
- 30% is based on a final evaluation.

Assessment Tools

Assessment tools marked with “x” are used in the course.			
Marking schemes	x	Rubrics	X
Anecdotal comments	X	Checklists	
Rating Scales	X		

Assessment Strategies

Assessment for Learning		Assessment as Learning		Assessment of Learning	
Quizzes		Journal		Tests	X
Tests		Exit and Entrance Cards		Presentations	X
Presentations		KWL Chart		Journals	
Journals		Self/Peer assessment	X	Essays	
Essays		Logs		Models	
Models				Projects	X
Projects				Demonstrations	
Demonstrations				Conferencing	
Conferencing	x			Questioning	X
Questioning	X			Independent Study Assignment	
Independent Study Assignment				Art Exhibits	
Art Exhibits				Researching	X
Researching	X			Reading Aloud	
Reading Aloud				Problem Solving (process focused)	
Problem Solving (process focused)				Debates	
Debates	x			Work Sheets	X
Work Sheets				Role Playing	
Role Playing				Direct Instruction	
Direct Instruction	X			Playing an Instrument	
Playing an Instrument				Independent Performance - Solo	
Independent Performance - Solo					

CONSIDERATIONS FOR PROGRAM PLANNING

Instructional Approaches

Teachers will design instruction to promote learning by identifying the main concepts and skills described in the curriculum expectations, considering the contexts in which students will apply the learning, and determining students’ learning goals. Instructional

approaches will be informed by the findings of current research on instructional practices that have proved effective in the classroom. The instructional program will push the student towards his or her optimal level of challenge for learning.

Differentiated Approach to Teaching and Learning

Teachers will continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. Teachers will respond more effectively to the students' needs by differentiating instructional approaches. What students learn will continue to be guided by the curriculum expectations and will remain the same for all students.

Resources

Azar Betty S. and Hagen Stacy A. *Understanding and Using English Grammar*. 4th ed., Pearson Education, 2009.

Craven Miles, and Sherman Kristin D. *Q: Skills for Success Listening and Speaking Level 3*. Oxford University Press, 2011.

Gramer Margot F, and Ward, Colin S. *Q: Skills for Success Reading and Writing Level 3*. Oxford University Press, 2011.

ESL Listening websites:

<http://www.esl-lab.com/>

https://busyteacher.org/classroom_activities-listening-worksheets/