



PATTISON HIGH SCHOOL

We don't teach a class, we teach individual students in a class

Syllabus

Course Information

ELL

Teacher: Mx. Vee Chorabik

Email:

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Classroom: Period 1 - Art Room

Course Description

The **ELL** course is designed for both Intermediate and Beginner students aiming to strengthen their English skills, with a particular focus on improving reading, writing, and grammar proficiency. We will also focus on listening and presentation skills. Over the course, students will progress from writing simple sentences and paragraphs to developing full essays and creative short stories.

The writing section will cover familiar topics, emphasizing essential English structures like proper grammar, accurate vocabulary choice, effective use of transition words, and the creation of well-organized paragraphs. Through this course, students will build their ability to write various types of paragraphs and enhance their sentence structure.

The curriculum introduces a wide range of writing techniques and strategies, helping students produce clear, well-organized work. Additionally, students will engage in guided revision, giving them the chance to polish and refine their writing as they advance. **ELL** ensures students are well-prepared for more complex English tasks. By the end of this course, students are expected to complete daily journal entries and a writing portfolio consisting of a: biography, informative essay, letter, short story, compare-and-contrast essay, and some poetry.

Course Overview

Big Ideas

Building Basic Writing Skills: A1 students will focus on constructing simple sentences and paragraphs, with an emphasis on foundational grammar, basic vocabulary usage, and understanding the structure of English writing.	Introduction to Short Writing Forms: Students will begin composing brief essays and simple short stories, developing skills to organize their thoughts and express ideas clearly with basic writing techniques.	Practicing Revision and Editing: The course will guide students in learning how to revise their own work, correct common errors, and gradually improve their writing through simple editing techniques.
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Course Outline (Syllabus is subject to change to align with student needs)

WEEK/ Topic	READING AND WRITING Focus	GRAMMAR Focus	ASSESSMENT
Week 1 Topic: Introduction	Introduction: Talking about yourself Start reading: Biographies, and Books from the Library	Pronouns Possessive nouns Simple present Subject-Verb Agreement: singular or plural	Students will be able to: Write about themselves and their personal goals using the simple present tenses. <u>Short autobiography.</u>
Week 2 Topic: Research	Critical thinking, research essay about a person, place, or thing. Example: Research Sir Isaac Newton's discovery of gravity. Or the history of Batman and his influence on pop culture.	Simple Present and Present Continuous How to use citations and not plagiarize. NO AI.	<u>Research Essay</u> with a minimum of 3 correct citations Present Simple vs Past Simple
Week 3 Topic:	<u>Solo or group (2-3) presentations.</u>	Simple Present and Present Continuous Negatives	Students will be able to: Talk/write about personal interest

Presentations	Informative presentations on any topic. Proper citations still apply.	Practice pronouncing words and speaking in front of a group of peers.	and strengths using gerunds
Week 4 Topic: Letter writing	Read and listen to “Letters from a Nut” by Ted L. Nancy develop reading comprehension, listening skills, and ability to write formal and informal letters. Practice “DEAR MAN” from DBT to help with interpersonal effectiveness.	Review Present Simple, Present Continuous, simple past (Irregular and Regular Verbs) Articles Positive and Negative short form Learn about Audience	Write a letter to a loved one, write a letter to a scholarship opportunity, and write a letter to correct a mistake or ask for something difficult. Vocabulary Test
Week 5 Topic: Short Stories	Read various short stories: “The Tell-Tale Heart” by Edgar Allan Poe “The Chrysanthemums” by John Steinbeck “The Lottery” by Shirley Jackson	Present Simple Positive and Negative Simple past irregular verbs practice Learn story structure: characters, setting, plot, etc.	Assessment: My Daily Routine Grammar view: Simple/Positive and Negative <u>Short Story - Vocabulary Test</u> Antagonist, Climax, Exposition, Point of View, Protagonist, Setting, Conflict, Foreshadowing, Plot, Theme, Flashback, etc.
Week 6 Topic: Compare and Contrast	<u>Short Story Essay</u> <u>Compare and Contrast</u> Discuss how two of the stories read are similar or different.	Can/Can’t Possibilities and Probabilities Review Simple Past of Irregular Verbs Continue using Articles	Writing Prompt: What do these stories tell us about what it means to be human? Do you think these stories are still important today? Why? What did you learn and what kind of stories do you want to tell?

		Present Continuous Practice	
<p>Week 7</p> <p>Topic: Creative Writing – Short Story</p>	<p><u>Write your own short story.</u></p> <p>Prompts:</p> <p>A character overcomes adversary.</p> <p>Combine two genres. Etc.</p>	<p>There are/there is</p> <p>How many/how much</p> <p>Continue reviewing past simple of irregular verbs.</p>	<p>Vocabulary Test</p> <p>Creative writing- Pick topic and develop the characters, setting, plot, etc.</p>
<p>Week 8</p> <p>Topic: Peer Review</p>	<p>Review</p> <p>Time to finish/revise previous work.</p>	<p>Review</p> <p>Time to finish/revise previous work.</p>	<p><u>Midterm Exam</u></p>
<p>Week 9</p> <p>Topic: Poetry</p>	<p>Read Poems:</p> <p>“Porphyria's Lover” by Robert Browning</p> <p>"How Do I Love Thee?" by Elizabeth Barrett Browning</p> <p>“Sonnet 18: Shall I compare thee to a summer’s day?” by William Shakespeare</p>	<p>Simple Past of regular and Irregular Verbs</p>	<p><u>Poetry Vocabulary Test</u></p> <p>Alliteration, Assonance, Metaphor, Simile, Personification, Stanza, Sonnet, Haiku, Symbolism, Hyperbole, Allusion, Rhyme, etc.</p>
<p>Week 10</p> <p>Topic: Creative Writing - Poetry</p>	<p><u>Write your own poems</u> at least three:</p> <p>Haiku, free verse, and sonnet.</p>	<p>Past simple (negative) form</p> <p>Give students affirmative sentences and ask them to rewrite them in the negative and question forms.</p>	<p>Completed personal poems.</p>

<p>Week 11</p> <p>Topic:</p> <p>Read a Book of your Choice</p> <p>*</p>	<p><u>Read any book</u> from the library. Recommendations include: The Hobbit by J.R.R. Tolkien, Fahrenheit 451 by Ray Bradbury, Ready Player One by Ernest Cline, Alanna: the first Adventure by Tamora Pierce, and The Breadwinner by Deborah Ellis.</p>	<p>Notice how the author of the book you are reading uses punctuation, grammar, and how this changes your way of understanding the story. Is the story in first person, third, or omniscient? How does that affect the story you are reading?</p>	<p>Submit daily writing reflections</p>
<p>Week 12</p> <p>Topic:</p> <p>Finishing Reading and Write a Review on the Book of Your Choice</p> <p>*</p>	<p>Continue/finish reading and <u>write a review on the book</u> of your choice.</p>	<p>Present Continuous</p> <p>Present Simple</p> <p>Past Simple</p>	<p>Submit daily writing reflections</p>
<p>Week 13</p> <p>Topic:</p> <p>Book Review with Citations</p>	<p><u>Book Review with Citations</u></p> <p><u>Peer Review</u></p>	<p>Have to/Don't have to</p> <p>Past Participle (irregular verbs)</p>	<p>Submit a book review with proper citations. Why did you enjoy or not enjoy the book? What did you learn from it? Why is it an important/not important book to read? Would you recommend it to someone else? Why/why not? What would you rate it and why?</p>

<p>Week 14</p> <p>Topic:</p> <p>Compile Writing Portfolio</p>	<p>Using all the feedback you've gotten throughout this course, compile a writing portfolio including your: biography, informative essay, letter, short story, compare-and-contrast essay, and poetry.</p> <p>Your portfolio should be between 12-24 pages with a cover page including your name, course name, teacher's name, year.</p>	<p>Present tense</p> <p>Past tense</p> <p>Present continuous</p>	<p>Students will be able to:</p> <p><u>Compile a portfolio of their work this term.</u></p>
Week 15	Review, Revise, and Present	Review	<u>Final Presentation</u>

Assessment Guidelines:

In- class Participation and Attendance	30%	<ul style="list-style-type: none"> - Writing exercises will encompass a blend of grammar, fluency, and proficiency practice. Additionally, students must respond to prompts in their
		<p>journal/notebook at the beginning and/or end of each class to receive daily marks.</p> <ul style="list-style-type: none"> - Reading comprehension activities will be conducted during class. Students will read brief texts, respond to related questions, and engage in discussions to share their thoughts.
Weekly Reading Comprehension, Writing, Grammar, and Vocabulary Assignments and Quizzes	25%	Complete the assigned tasks either online, on paper, or through class discussions. Students are expected to read short texts, respond to related questions, and engage in discussions to share their thoughts. This activity typically takes place on Fridays.

Mid-term Exam	20%	The course will include writing activities focused on shorter responses and guided practice, with prompts designed to help students express their ideas clearly. These prompts will resemble those found in English proficiency exams, such as IELTS. Additionally, reading activities will support comprehension and vocabulary development, providing a solid foundation for language proficiency at the low-intermediate level.
Final Writing Portfolio and Presentation Must include: personal biography, research essay, letter, compare and contrast essay, short story, poetry, and book review.	25%	Compile all the writing we've done in class into one submittable folder. Students have time to revise and resubmit writing from earlier in the course.

Required Course Materials:

Please bring the following to class every day:

- Journal (Composition) Notebook and/or Laptop Computer
- Worksheets (to be given by the teacher)
- A pen and/or a pencil
- A positive attitude

Classroom Expectations:

1. Attend class punctually.
2. Notify in advance if you anticipate an absence.
3. Use English as the primary language in class to enhance your learning experience and accelerate your progress.
4. Adhere to classroom rules, which will be introduced during the first week of classes.
5. Always cultivate a culture of respect towards yourself and your peers.
6. Do not use ChatGPT or other AI (Artificial Intelligence) as it is plagiarism and constitutes as cheating.

I have read and agreed to the class expectations

Signature

