

# TALENTA ACADEMY

## OUTLINE OF COURSE OF STUDY

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**Course Title/Grade/Type:** *Tamil, Level 1, Academic*

**Ministry Course Code:** LITBD

**Credit Value:** 1.0

**Department:** International Languages

**Department Head:** Ms. Amuthan

**Course Developed by & Date:** Mr. Mahalingam, Ms. Amuthan, June 2017

**Course Revised by & Date:** Ms. Amuthan, June 2018

**Policy Document:** The Ontario Curriculum, Grades 9 - 12, Classical and International Languages, 2016.

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*

**Prerequisite:** None

### **Description:**

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

## Overall Curriculum Expectations (Learning Strands)

### A. Listening

- A1. **Listening to Understand:** determine meaning in a variety of oral texts in the target language, using a range of listening strategies;
- A2. **Listening to Interact:** interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;
- A3. **Intercultural Understanding:** demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

### B. Speaking

- B1. **Speaking to Communicate:** communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;
- B2. **Speaking to Interact:** participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;
- B3. **Intercultural Understanding:** in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

### C. Reading

- C1. **Reading Comprehension:** determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;
- C2. **Purpose, Form, and Style:** identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
- C3. **Intercultural Understanding:** demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

### D. Writing

- D1. **Purpose, Audience, and Form:** write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of

language structures and conventions of the written language appropriate for this course;

- D2. **The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, **correct** errors, and present their written work in the target language effectively;
- D3. **Intercultural Understanding:** in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

## OUTLINE OF COURSE CONTENT

Unit 1	<b>Listening</b>	27 hours
Unit 2	<b>Speaking</b>	27 hours
Unit 3	<b>Reading</b>	27 hours
Unit 4	<b>Writing</b>	27 hours
	Final Examination	<b>2</b>
		<b>110 hours</b>

## TEACHING AND LEARNING STRATEGIES

Teachers will bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. The activities offered should enable students to relate and apply these concepts to the social, environmental, and economical conditions and concerns of the world in which they live. Opportunities to relate knowledge and skills to these wider contexts will motivate students to learn in a meaningful way and to become life-long learners.

The curriculum is based on the premise that all students can be successful language learners. A variety of teaching/learning strategies and delivery methods will be used to suit the varying learning styles. These will include

- Teacher-led discussion
- Individual teacher-student conferences
- Journal writing
- Case study
- Brainstorming
- Small group activities
- Direct instruction
- Mind mapping
- Personal reflection

- Role playing
- Independent reading
- Direct reading activities
- Peer analysis
- Guided writing
- Seminar
- Peer analysis
- Teacher-led discussion
- Research project
- Presentation

Instruction that encourages students to think about fairness, equity, social justice, and citizenship in a global society.

## **ASSESSMENT AND EVALUATION STRATEGIES**

### *Assessment as or assessment for learning*

The primary purpose of assessment is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

### Evaluation (*Assessment of Learning*) Strategies:

Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of overall expectations and which ones will be covered in instruction and assessment but not necessarily evaluated.

Evaluation will be implemented at or near the end of a period of learning, and may be used to inform further instruction. It is mainly used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others. These include

The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

The tools highlighted will be used for the three different types of assessments:

Assessment as Learning	Assessment for Learning	Assessment of Learning
<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Learning Logs (anecdotal)</li> <li><input type="checkbox"/> Entrance tickets</li> <li><input type="checkbox"/> Exit tickets</li> <li><input type="checkbox"/> Homework(checklist)</li> <li><input type="checkbox"/> Completed work(checklist)</li> <li><input type="checkbox"/> Essay writing</li> </ul>	<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Pre-tests (scale/rubric)</li> <li><input type="checkbox"/> Quizzes (scale/rubric)</li> <li><input type="checkbox"/> Rough drafts (rubric)</li> <li><input type="checkbox"/> Portfolios (rubric)</li> <li><input type="checkbox"/> Posters (rubric/scale)</li> <li><input type="checkbox"/> Graphic organizers (scale)</li> <li><input type="checkbox"/> Peer feedback (anecdotal/checklist)</li> <li><input type="checkbox"/> Reports (rubric)</li> <li><input type="checkbox"/> Essays (rubric)</li> <li><input type="checkbox"/> Webbing/Mapping (rubric/scale)</li> <li><input type="checkbox"/> Entrance ticket</li> <li><input type="checkbox"/> Vocabulary notebooks (anecdotal)</li> <li><input type="checkbox"/> Visual Thinking Networks (rubric)</li> </ul>	<p><b>Student Product</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment</li> <li><input type="checkbox"/> Journals/Letters/Emails (checklist)</li> <li><input type="checkbox"/> Unit Tests (scale/rubric)</li> <li><input type="checkbox"/> Exam</li> <li><input type="checkbox"/> Rough drafts (rubric)</li> <li><input type="checkbox"/> Portfolio (rubric)</li> <li><input type="checkbox"/> Posters (rubric/scale)</li> <li><input type="checkbox"/> Graphic organizers (scale)</li> <li><input type="checkbox"/> Reports (rubric)</li> <li><input type="checkbox"/> Essays (rubric)</li> <li><input type="checkbox"/> Visual Thinking Networks (rubric)</li> <li><input type="checkbox"/> ISU (scale/rubric)</li> <li><input type="checkbox"/> Story rewrite</li> </ul>
<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole class discussions (anecdotal)</li> <li><input type="checkbox"/> Self-proofreading (checklist)</li> <li><input type="checkbox"/> Interviews (checklist)</li> <li><input type="checkbox"/> Seeking assistance</li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Class discussions (anecdotal)</li> <li><input type="checkbox"/> Debate (rubric)</li> <li><input type="checkbox"/> PowerPoint presentations (rubric)</li> <li><input type="checkbox"/> Performance tasks (anecdotal/scale)</li> <li><input type="checkbox"/> In Class work (checklist)</li> </ul>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Debate (rubric)</li> <li><input type="checkbox"/> PowerPoint presentations (rubric)</li> <li><input type="checkbox"/> Performance tasks (anecdotal/scale)</li> <li><input type="checkbox"/> Role playing</li> <li><input type="checkbox"/> Reader response</li> </ul>
<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Small Group Discussions</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Small group discussions</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student teacher conferences (checklist)</li> <li><input type="checkbox"/> Question and Answer Session</li> </ul>

<b>(checklist)</b>	<b>(checklist)</b>	<b>(checklist)</b>
<input type="checkbox"/> <b>Pair work (checklist)</b> <input type="checkbox"/> Debate (rubric)	<input type="checkbox"/> <b>Pair work (anecdotal)</b> <input type="checkbox"/> <b>Peer-feedback (anecdotal)</b> <input type="checkbox"/> Peer-editing (anecdotal) <input type="checkbox"/> Oral pre-tests (scale/rubric) <input type="checkbox"/> Oral quizzes (scale/rubric)	<input type="checkbox"/> Oral tests (scale/rubric)

## THE FINAL GRADE

A final grade is recorded for every course, and a credit is granted for every course in which the student's final mark is 50% or higher. The final grade for this course will be determined as follows:

Percentage of Final Mark	Categories of Mark Breakdown
<b>Term Work: 70%</b>	<p>Assessment of Learning conducted throughout the Term.</p> <p>This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.</p>
<b>Final Evaluation: 30%</b>	<ul style="list-style-type: none"> <li>• Final Examination 20%</li> <li>• ISU/Culminating Activity 10%</li> </ul> <p>This final evaluation will be based on an evaluation of achievement from all four categories for the course and of over all expectations from all units of the course.</p>

The balance of the weighting of the categories of the achievement chart throughout the course is:

Knowledge and Understanding	25%	Application	25%
Thinking and Inquiry	25%	Communication	25%

## CONSIDERATION FOR PROGRAM PLANNING

All students can succeed. Some students are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student's learning must be identified. Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners. The areas of concern to all teachers include the following:

### **Teaching Approaches**

Effective teaching approaches involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society. Motivating students and instilling positive habits of mind, such as a willingness and determination to persist, to think and communicate with clarity and precision, to take responsible risks, and to question and pose problems, are also integral to high-quality language instruction.

### **Tamil as A Second Language**

Students whose first language is not Tamil will be allowed to use dictionaries during assessments for and as learning. Furthermore, they will be encouraged to speak Tamil in class through pair/group work, and small class presentations. As well, students will enhance their knowledge of vocabulary

### **Attendance (Absences)**

Regular class attendance is critical for students' learning, achievement of course expectations, and successful completion of the course. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and parents to explain the potential consequences of the absences, including failure to gain credits, and to discuss steps that could be taken to improve student attendance.

Students are responsible for acquiring the work missed due to absence before the following class. Students will be accommodated with a make-up class if necessary. The teacher will use his/her professional judgment to determine alternate methods of evaluating students who are absent for a test or presentation, given the appropriate documentation.

### **The Role of Technology in the Curriculum**

The use of technology has given students access to additional and powerful resources. Students can access internet resources and online versions of texts and simulation technology where applicable. Email can be a valuable communication device. Media and powerpoint presentations will use a variety of technical applications. Word processing is expected for all written submissions.

## **Career Education**

Expectations in the International Language program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, International Language courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Making oral presentations and working in small groups with classmates help students express themselves confidently and work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills.

## **GENERAL SCHOOL POLICY, AND EXPECTATIONS OF STUDENT BEHAVIOUR**

### **Necessary Materials for Classroom**

Students should come to class with the required books and equipment. This includes three ring binder, notebook, textbook, pen, pencil, graph paper, ruler and calculator. There is not point being here unless you are prepared. Items not required for class should not be in evidence. These include other books, newspapers, magazines, food, drinks, cell phones, and all other electronic devices.

### **Tests and Exams**

Attendance for tests and exams is a **must**. If the absence is for a valid reason and can be documented (e.g. a medical certificate) a makeup test may be arranged with the teacher. A note from a parent may be accepted at the discretion of the teacher or principal.

### **Homework**

Homework will be assigned regularly. Students are expected to complete all assigned work, on a regular basis, without exception, because it is only through consistent practice that skills and concepts are retained. Students can expect to spend approximately 2-4 hours per week on any one subject for homework or assignments. Completing homework is also a reflection of a positive attitude.

### **Late Assignments Policy and Extensions**

Students will be given ample time and opportunities to submit their work. It will be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher,



and in a form approved by the teacher. Students will be understood that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments as listed in the School's course calendar.

## **Plagiarism**

Students are reminded to become familiar with the Talenta Academy's policy concerning plagiarism. Any work submitted for one course may not be submitted for another course without the permission of the teachers of both courses. The creation of original work is a celebration of your intellectual curiosity. The unacknowledged use of another person's writing or ideas is a serious academic offence that will result in a zero for the assignment. If unsure about plagiarism, then consult with the teacher.

## **RESOURCES:**

- Various Text books in Tamil language
- Multimedia, Video Clips
- Television, DVD Player
- Various internet websites
- Dictionary: English-Tamil