

LYFDU Course Outline	
Name of School	Learning Languages Institute
Department	Classical and International Languages
Course Developer	Mr. Hassan Mirzai
Course Development Date	September 2015
Course Reviser/Revision Date	Hassan Mirzai
Course Title	International Languages: Persian (Farsi) Level 3 University
Level / Grade	Level 3 / Grade 12
Course Type	University
Ministry Course Code	LYFDU
Credit Value	1.0
Developed From	The Ontario Curriculum, Grades 9 to 12: Classical Studies and International Languages, (2016), Growing Success (2010)
Prerequisite	LYFCU

Course Description

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Overall Curriculum Expectations

A. Listening: Oral Communication

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: Oral Communication

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.

Unit Content and Sequence of Delivery

Unit	Time allocated	Overall Expectations addressed
<p>Unit 1: Man and Nature</p> <p>In this unit students will learn about man and nature through various conversations and readings. Students will also present orally and in written form several times throughout the unit on provided topics.</p> <p>For oral presentation, students will examine four images and then record a Persian (Farsi) narration of that complete story as suggested by the pictures, including a beginning, a middle, and an end. Students will be required to visit a website and record their voices.</p> <p>Students will read the instructions and the passage provided by the instructor. Students will write a creative and original passage that</p>	<p>22 hr</p>	<p>A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;</p> <p>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;</p> <p>C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;</p> <p>D1. Purpose, Audience, and Form: write texts in the target language for different purposes and</p>

Unit	Time allocated	Overall Expectations addressed
meets with the instructions provided by the instructor.		audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;
Unit 2: People and Society: In this unit students will learn about People in Persian Society through various conversations and readings. Students will also present orally and in written form several times throughout the unit on provided topics.	21 hr	<p>A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;</p> <p>B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;</p> <p>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;</p>

Unit	Time allocated	Overall Expectations addressed
		<p>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;</p>

Unit	Time allocated	Overall Expectations addressed
<p>Unit 3: Persian Language and Characters:</p> <p>In this unit students will learn about the Persian Language and Persian characters through various conversations and readings. Students will also present orally and in written form several times throughout the unit on provided topics.</p>	<p>22 hr</p>	<p>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.</p> <p>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.</p>

Unit	Time allocated	Overall Expectations addressed
		<p>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.</p> <p>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.</p>

<p>Unit 4: Famous People and History:</p> <p>In this unit students will learn about Famous Persian people and Persian History through various conversations and readings. Students will also present orally and in written form several times throughout the unit on provided topics.</p>	<p>22 hr</p>	<p>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.</p> <p>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.</p> <p>C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target</p>
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Unit	Time allocated	Overall Expectations addressed
		<p>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.</p> <p>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.</p>

Unit	Time allocated	Overall Expectations addressed
<p>Unit 5: Literature and the Arts: In this unit students will learn about Persian Literature and Art through various conversations and readings. Students will also present orally and in written form several times throughout the unit on provided topics.</p>	<p>23 hr</p>	<p>A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;</p> <p>B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;</p> <p>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;</p> <p>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</p>

Unit	Time allocated	Overall Expectations addressed
		present their written work in the target language effectively;
Total	110 hr	

Teaching/Learning Strategies

A wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels. These strategies include but are not limited to:

<ul style="list-style-type: none"> ● Lecture 	<ul style="list-style-type: none"> ● Research Project
<ul style="list-style-type: none"> ● Reading 	<ul style="list-style-type: none"> ● Independent Study
<ul style="list-style-type: none"> ● Structured Discussion 	<ul style="list-style-type: none"> ● Watching Persian movies followed by group discussions about the movies.
<ul style="list-style-type: none"> ● Case Study 	<ul style="list-style-type: none"> ● Story telling
<ul style="list-style-type: none"> ● Presentation 	

Strategies for Assessment and Evaluation of Student Performance

	UNITS	Duration	OVERALL EXPECTATIONS	AFL	AAL	AOL	K 25 %	A 25 %	C 25 %	T 25 %
70 %	A	26	A1-A3	Student-Teacher Conferencing	Peer Assessment	Poster Presentation	√	√	√	√
	B	26	B1-B3	Worksheet Class Discussion	KWL Chart	Unit Test Class Discussion	√	√	√	√
	C	30	C1-C3	Worksheet Pair Discussion	Learning Log	Unit Test Written Assignment	√	√	√	√
	D	28	D1-D3	Home Work Student - Teacher Conferencing	Reflective Discussion	Unit Test Portfolio Assignment	√	√	√	√
30 %			A1-D3	Final Exam 30% (Written Component)		√	√	√	√	

**SOME CONSIDERATIONS FOR PROGRAM PLANNING IN CLASSICAL
STUDIES AND INTERNATIONAL LANGUAGES**

Instructional Approaches in Classical Studies and International Languages

Instruction in classical studies and international languages should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and be able to enjoy and participate in language learning and cultural exploration throughout their lives. Instruction is effective if it motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning in classical studies and international languages is important and valuable for all students.

Students will benefit from a thematic approach to lesson planning and delivery. Teachers should develop enriched language instruction and engaging course content, so that students can acquire and consolidate language knowledge at the same time as they develop inter- cultural understanding. Teachers should also ensure that linguistic elements, including language structures and conventions, are taught and practised in context, not in isolation.

The classical studies and international languages curriculum is based on the premise that all students can be successful language learners. One of the keys to student success in mastering language skills and cultural knowledge is high-quality instruction. Since no single instructional approach can meet all of the needs of each learner, teachers will select classroom activities that are differentiated on the basis of students' individual needs, proven learning theory, and best practices. Classical studies and international languages programs provide engaging, stimulating, and relevant experiences for their students. Teachers must also help relate that knowledge and those skills acquired to students' own experiences and the world at large.

In the international languages classroom, it is often necessary to support learning across a range of language levels – there are often a wide variety of students with diverse language backgrounds, strengths, needs, and motivations. For example, although credit courses in international languages begin at the secondary school level, many students bring prior knowledge of languages to these programs. Students may have developed such knowledge through the non-credit International Languages Elementary (ILE) program offered in some Ontario schools. Some students may speak an international language at home, or may have studied a classical language in their country of origin. Other students may have used, or had extensive exposure to, additional languages thanks to community events, media and electronic communications, or personal relationships. Differentiated instruction is an essential tool to meet the needs of students with different levels of prior experience.

Teachers in the school are expected to:

- clarify the purpose for learning

- help students activate prior knowledge
- differentiate instruction for individual students and small groups according to need
- explicitly teach and model learning strategies
- encourage students to talk through their thinking and learning processes
- provide many opportunities for students to practise and apply their developing knowledge and skills
- apply effective teaching approaches involve students in the use of higher-level thinking skill
- encourage students to look beyond the literal meaning of texts

Teachers use a variety of instructional and learning strategies best suited to the particular type of learning. Students have opportunities to learn in a variety of ways:

- individually
- cooperatively
- independently with teacher direction
- through investigation involving hands-on experience
- through examples followed by practice
- by encouraging students to gain experience with varied and interesting applications of the new knowledge.

The Value of Oral Language

To develop literacy in any language, it is critical for students to develop oral language skills. Through frequent opportunities to converse with their peers, students develop their listening and speaking skills, as well as an overall sense of the language and its structure. In addition, through talk, students are able to communicate their thinking and learning to others. Talk thus enables students to express themselves, develop healthy relationships with peers, and define their thoughts about themselves, others, and the world.

Both teacher talk and student talk are essential to the development of all literacy skills. Talk is a means of constructing meaning. It is used to develop, clarify, and extend thinking. This is true not only of the prepared, formal talk of interviews, book talks, debates, and presentations but also of the informal talk that occurs when, for example, students work together and ask questions, make connections, and respond orally to texts or learning experiences, or when a teacher models a think-aloud.

Three forms of oral language are important to consider when planning lessons in classical studies and international languages:

- Informal talk is used in conversations and dialogues throughout the school day for a wide range of learning purposes, such as asking questions, recounting experiences, expressing opinions, brainstorming, problem solving, and exchanging opinions on an impromptu or casual basis.
- Discussion involves a purposeful and extended exchange of ideas that provides a focus for inquiry or problem solving, often leading to new understanding.

Discussions may involve responding to ideas in a story or other piece of action or exchanging opinions about current events or issues in the classroom or community.

- Formal talk involves speaking in prepared or rehearsed presentations to an audience. Some examples are storytelling, poetry readings, role-playing, oral reports, book talks, interviews, debates, and multimedia presentations.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAM

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings.

ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of ICT into courses in the classical studies and international languages program represents a natural extension of the learning expectations. Current technologies can give students exposure to pieces of material culture, historical artefacts, and landmarks and other places of significance that they would never be able to experience. Specialized computer software can allow students to

practise, expand, and consolidate their knowledge of language concepts and linguistic elements, and access detailed information about socio-cultural, geographical, and historical contexts for the language of study. Software and websites that integrate word processing, dictionaries, thesauri, style manuals, and other reference materials can allow students to build on and improve their skills in the writing process. Graphic design, cartooning, and animation programs provide opportunities for differentiated instruction, while emphasizing the link between creative arts and the language of study. Through ICT, teachers and students may also be able to access authentic texts by people from a variety of cultures who speak the target language.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or websites to gain access to museums, galleries, and archives in Canada and around the world. They can also use portable storage devices to store information, as well as CD-ROM and DVD technologies and digital cameras and projectors to organize and present the results of their research and creative endeavours to their classmates and others.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to inaccurate information, Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. A comprehensive resource for educators, entitled "Digital Citizenship", is available at www.osapac.ca/dc.

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs.

PLANNING CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning classical studies and international languages courses need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.

- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that are attuned to this diversity and use an integrated process of assessment and instruction that responds to the unique strengths and needs of each student. An approach that combines principles of universal design and differentiated instruction enables educators to provide personalized, precise teaching and learning experiences for all students.

In planning courses in classical studies and international languages for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student's learning must be identified in his or her IEP (IEP Standards, 2000, p. 11).

A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- Instructional accommodations are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, adaptive equipment, or assistive software.
- Environmental accommodations are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- Assessment accommodations are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the IEP Resource Guide, 2004, for more examples).

If a student requires "accommodations only" in courses in classical studies and international languages, assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

In classical studies and international languages courses, modified expectations for most students with special education needs will be based on the regular course expectations, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. The principal will determine whether achievement of

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

The modified expectations constitute successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (IEP Standards, 2000, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the Provincial Report Card. The student's learning expectations must be

reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (IEP Standards, 2000, p. 11).

If a student requires modified expectations in classical studies and international languages courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010, page 62*, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

Program Considerations for English Language Learners

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development. English language learners who are also studying another language will benefit from the second-language teacher's contribution to their understanding of the importance of literacy in the context of learning that additional language.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Effective teachers and

positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have age-appropriate proficiency in their first language, as well as the appropriate literacy skills. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English and an additional language. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways, not only to preserve the language as part of their children's heritage and identity but also as a foundation for their language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

Research confirms that a prior language-learning experience can facilitate and accelerate further language learning. Indeed, many English language learners are motivated and able to excel in an additional language of study, while in other areas of the curriculum, where their success may depend on their knowledge of English, the achievement gap between them and their peers may be much greater. The study of a second/additional language gives them the welcome experience of functioning on the same level as their English-speaking peers. Some English language learners who are newcomers to Ontario may even have prior formal or informal learning experience with the language of study, giving them an advantage in the classroom. Moreover, succeeding in learning an additional language has also been shown to help English language learners improve their English- language skills.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers designed to meet their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English or a second/additional language to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are

ready to participate, in paired, small group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students' English-language development is shared by all teachers, including the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; small-group instruction; extensive use of visual cues, images, diagrams, graphic

organizers, and scaffolding; previewing of texts; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);

- use of a variety of learning resources (e.g., visual material, illustrated guides or diagrams, multilingual word walls with target language vocabulary, resources/ guides/brochures available in languages that students speak at home, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations that support students in demonstrating the full range of their learning (e.g., provision of options for students to choose how they will demonstrate their learning; use of oral interviews and presentations; provision of additional time; use of demonstrations or visual representations, portfolios, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English and second language proficiency. For English language learners at the early stages of English language acquisition, teachers are required to modify curriculum expectations as needed. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the Provincial Report Card only when modifications have been made to curriculum

expectations to address the language needs of English language learners (the box should not be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the “Comments” section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Anti Discrimination Education

The implementation of anti discrimination principles in education in fluencies all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen them In a classical studies and international languages program that is aligned with inclusive education policies, learning resources and materials presented for classroom use re act the broad range of students' interests, backgrounds, cultures, and experiences. Teachers should routinely use materials that re act the diversity of Canadian and world cultures, including Ontario's diaspora communities, particularly those that speak the target language. Teachers should ensure that students have access to relevant material from such communities. As students read and re act on a rich variety of texts, they develop a deeper understanding of themselves and others and of the world around them. If students see both themselves and a variety of others in the texts they study, they will be more engaged in learning and they will also come to appreciate the nature and value of a diverse, multicultural society. In general, the study of the language conventions, linguistic elements, cultural contexts, and historical references should be inclusive and representative of diverse cultures, and should provide opportunities for students to explore issues relating to their identity.

LITERACY, INQUIRY SKILLS, AND NUMERACY IN CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

A vision of literacy for adolescent learners in Ontario schools might be described as follows:

All students are equipped with the literacy skills necessary to be critical and creative thinkers, effective meaning makers and communicators, collaborative co-learners, and innovative problem solvers. These are the skills that will enable them to achieve personal, career, and societal goals.

Students, individually and in collaboration with others, develop skills in three areas, as follows:

- **Thinking:** Students access, manage, create, and evaluate information as they think imaginatively and critically in order to solve problems and make decisions, including those related to issues of fairness, equity, and social justice.
- **Expression:** Students use language and images in rich and varied forms as they read, write, listen, speak, view, represent, discuss, and think critically about ideas.
- **Reflection:** Students apply metacognitive knowledge and skills to monitor their own thinking and learning, and in the process, develop self-advocacy skills, a sense of self-efficacy, and an interest in lifelong learning.

Many of the activities and tasks that students undertake in the classical studies and international languages curriculum support them in their ability to think, express, and react in discipline-specific ways. These include researching, discussing, listening, viewing media, communicating with words and with the body, connecting illustrations and text, role playing to create meaning through stories, and – especially

important for kinaesthetic learners – communicating through physical activity. Students use language to record their observations, to describe their critical analyses in both informal and formal contexts, and to present their endings in presentations and reports in oral, written, graphic, and multimedia forms. Understanding in classical studies and international languages requires the understanding and use of specialized terminology. Students are required to use appropriate and correct terminology, and are encouraged to use language with care and precision in order to communicate effectively.

As stated earlier, oral communication skills are fundamental to the development of literacy in classical studies and international languages and are essential for thinking and learning. The expectations in all strands give students a chance to engage in brainstorming, reporting, and other oral activities to identify what they know about a topic, discuss strategies for solving a problem, present and defend ideas or debate issues, and offer critiques or feedback on work, skill demonstrations, or opinions expressed by their peers.

In classical languages, students primarily use English for their oral communication, but the skills and strategies they use also help them to develop their literacy in Latin or Greek. In international languages, much of their oral communication takes place in the target language, so their oral communication skills and their reading and writing skills reinforce one another.

Activating prior knowledge and connecting learning to past experiences help students acquire literacy skills in the language of study. Making connections to the literacy skills and strategies students already possess in their first language

contributes to their literacy development in both languages. A focus on developing strategies that help students understand as well as talk and write about texts that are authentic, interesting, challenging, age appropriate, and linguistically accessible will increase student engagement, motivation, and success in classical studies and international languages.

The Ontario Skills Passport (OSP) and Essential Skills

The OSP is a bilingual, web-based resource that enhances the relevance of classroom learning for students and strengthens schoolwork connections. The OSP provides clear descriptions of Essential Skills such as Reading Text, Writing, Computer Use, Measurement and Calculation, and Problem Solving and includes an extensive database of occupation-specific workplace tasks that illustrate how workers use these skills on the job. The OSP also includes descriptions of important work habits, such as working safely, being reliable, and providing excellent customer service. Students can use the OSP to assess, practise, and build their Essential Skills and work habits and transfer them to a job or further education or training.

Career Education

The curriculum expectations in classical studies and international languages provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

Students are given opportunities to develop career-related skills by:

- applying their skills to work-related situations
- exploring educational and career options
- developing research skills
- practising expository writing

- learning strategies for understanding informational reading material
- making oral presentations
- working in small groups with classmates to help students express themselves confidently and work cooperatively with others.

Cooperative Education and Other Forms of Experiential Learning

Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination. Through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations. In addition, experiential learning helps students develop self-knowledge and awareness of opportunities – two areas of learning in the education and career/life planning program outlined in *Creating Pathways to Success*.

Experiential learning opportunities associated with various aspects of the classical studies and international languages curriculum help broaden students' knowledge of themselves and of career opportunities in a wide range of fields. For example, students of classical studies could extend their understanding by completing an internship in a museum, an art gallery, an auction house, a rare book library, or a university. Students of international languages could complete a cooperative education placement in any setting where multi-lingual staff members are required,

allowing them to use their language abilities and gain work experience in a field that interests them.

Students who choose to take a two-credit cooperative education program with a classical studies or an international languages course as the related course are able, through this package of courses, to meet the Ontario Secondary School Diploma additional compulsory credit requirements for Groups 1, 2, and 3.

Planning Program Pathways and Programs Leading to a Specialist High Skills Major

Courses in classical studies and international languages are well suited for inclusion in Specialist High Skills Majors (SHSMs) or in programs designed to provide pathways to particular apprenticeship, college, university, or workplace destinations. In some SHSM programs, courses in this curriculum can be bundled with other courses to provide the academic knowledge and skills important to particular economic sectors and required for success in the workplace and postsecondary education, including apprenticeship training. Courses in classical studies and international languages can also serve as the in-school related course with cooperative education credits that provide the workplace experience required not only for some SHSM programs but also for various program pathways to postsecondary education, apprenticeship training, and workplace destinations.

Health and Safety

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Students must be able to demonstrate knowledge of the equipment being used and the procedures necessary for its safe use. Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

Concern for safety should be an integral part of instructional planning and implementation. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in all learning activities. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize incidents and injuries. In a safe learning environment, the teacher will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- observe students to ensure that safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

Academic Honesty

Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or

examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

Late Assignments

Students are responsible 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. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

Teaching / Learning Resources

1. Persian Grammar Guide
2. <http://www.persianlanguageonline.com/learn/beginner/hello/>
3. [www. Chap.sch.ir](http://www.Chap.sch.ir)
4. Farsi Literature book, Iran Board of Education
5. Records of Hekayate Saadi, Khayyam, Rumi Records
6. Haiem, English-Persian Dictionary