



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Langley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#35
Developed by: Metro Working Group (Abbotsford, Langley, Chilliwack, Surrey, Vancouver, Maple Ridge, Delta, Coquitlam)	Date Developed: June 20, 2018
School Name:	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: English Language Development	Grade Level of Course: 11
Number of Course Credits:	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

This course is designed for a student who:

- Is a level three or four in a five-level district (level three in a four-level district)
- Has a first language other than English
- Has basic English skills and needs further practice in English speaking, listening, reading and writing in order to successfully integrate into academic classes
- Would benefit from additional Canadian cultural learning opportunities

Special Training, Facilities or Equipment Required:

- Bachelor of Education degree or equivalent training
- ELL qualifications
- Equivalent training or experience

Course Synopsis:

The course is designed to extend the exploration of ELL students into the four main English language skills of reading, writing, listening and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials. The students practice strategies they have acquired to read, write and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

Goals and Rationale:

Students come from a variety of cultural, linguistic and academic backgrounds. This course is designed for those students whose primary language is not Standard English and who may therefore require English as a second (or additional) language support so they may access the BC curriculum, helping them to reach their full potential. This course will enable students to:

- enhance language proficiency in the areas of listening, speaking, reading and writing
- apply and convey information for particular purposes and audiences
- retrieve, research and use relevant information from English-language resources to complete meaningful tasks
- continue to develop an understanding and appreciation of similarities and differences in Canadian culture
- develop and preserve pride in their own heritage while they continue to build confidence in their English skills

Aboriginal Worldviews and Perspectives:Declaration of First Peoples Principles of Learning:

- Support the development of self, the family, the community and with others, while sharing their stories, cultural ways of supporting and nourishing families and ceremonies.
- Learning is reflective, reflexive, holistic, experiential and relational.
- Learning is in history, memory and story of one's culture and the world.
- Learning requires exploration of one's identity and the country one lives in.

Becoming an English Language Learner involves recognizing that some information is culturally delicate and needs to be shared with permission and in certain situations are sacred.

Declaration of Aboriginal Worldview and Perspectives:

The First People's Principle of Learning are embedded in the aspects included in English Language Development 10. English Language Development 10 is interwoven with connectedness and relationship; specially:

- Community involvement, engagement and connections
 - The Power of Storytelling and writing
 - A positive reciprocal relationship that is learner-centered with flexibility
 - Leadership
 - Local and world focus on cultural views
 - Experiential learning

BIG IDEAS

People are empowered by being able to communicate effectively.

Participating in social relationships builds language and community.

Activities and routines in Canadian culture and home cultures are ongoing and build **intercultural competency**.

Listening and viewing with intent supports our acquisition and understanding of a new language.

The exploration of text and genre deepens our understanding of personal and cultural identity.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Cultural Competencies</p> <ul style="list-style-type: none"> • Demonstrate an in-depth understanding of school culture, school norms and school expectations • Identify and access community services and resources appropriate to students' needs • Use appropriate tenses to communicate feelings relative to the acculturation process • Engage others in conversation to build relationships • Communicate with individuals from a variety of backgrounds for social and academic purposes • Read and respond to factual text relative to the school and local community including the contributions of significant Canadians • Respect the diverse societal structures and cultural traditions and the expectations of their local community and Canadian communities • Identify current events and social trends in Canadian society • Recognize the proper safety procedures in different settings • Demonstrate an awareness of safety and respectfulness in the workplace and other environments 	<p><i>Students are expected to know the following:</i></p> <p>Community</p> <ul style="list-style-type: none"> • Characteristics of the local community • Organizations that meet the needs and wants of the local community • Relationships between people in the community • Rights and responsibilities of community members • Key events and recent developments in the local community and with local First Nations • How to access resources and information for various needs (work, school, life, etc.) • safety procedures in various contexts (home, recreational, work, etc.) <p>Relationships and Communication</p> <ul style="list-style-type: none"> • pragmatic discourse <ul style="list-style-type: none"> ○ express degrees of certainty and doubt using modality ○ request repetition, clarification and negotiation ○ some idiomatic expressions, abstract and technical language in a relevant context

Receptive Skills (reading, listening, viewing)

- Identify main ideas and supporting details; annotate or use graphic organizers when appropriate
- Preview a **text** using skimming, scanning, and identifying **text features**
- Using context to understand vocabulary
- Read a variety unfamiliar texts including fiction and non-fiction with increasing difficulty
- Read and interpret information from **graphic texts**
- Infer appropriate meaning from **discourse patterns**

Productive Skills (writing, speaking, representing)

- Recognize and apply the **registers** of language in appropriate contexts
- Use a range of vocabulary and expressions to serve social and academic purposes
- Express and explain ideas about personal and abstract topics
- Use a range of cohesive devices to write various **paragraph and essay forms**
- Describe and advocate for oneself through speaking, writing and role playing
- Use a range of appropriate **verb tenses**
- Write a variety of **sentence structures** using a range of **vocabulary** and expressions for social and academic purposes
- Experiment with **genres**, forms, or styles of texts
- Articulate and highlight personal strengths and abilities
- Use brainstorming strategies including graphic organizers for planning

Stages of Cultural Adjustment

- learning takes different amounts of time for individuals
- learning requires exploration of one's identity
- acculturation process
- social norms, traditions and culture in Canada and North America

Skills

- **organization**
- **self-advocacy in English**
- **social, emotional and metacognitive**
- **text features**
- responsibility
- collaborative learning and expression
- writing process

Strategies to support independent learning based on the Ministry ELL Standards

- **Listening & Speaking**
 - Meaning
 - Form
 - Use
- **Reading**
 - Strategies
 - Comprehension
 - Response & Analysis
- **Writing**
 - Meaning
 - Style
 - Form
 - Convention

Big Ideas – Elaborations

- **Intercultural competency** is a range of cognitive, affective and behavioural skills that lead to communicating effectively and appropriately with people of other cultures.

Curricular Competencies – Elaborations

paragraph and essay forms from the various genres including narrative, instructive, procedural, recountive, descriptive, and explanatory. View Langley's Genres Overview Handbook.

registers – degree to which you adjust your language to the appropriate contexts (informal to formal)

verb tenses - students should use phrasal expressions, a range of past, present, future and perfect tenses in active and passive voice. They should be exposed to complex structures such as conditionals, passive voice and relative clauses.

communicate using clear language that follows a conversation pattern where the speaker and listener take turns in responsive dialogue. Includes understanding rapid speech on familiar and unfamiliar topics. Students should also use variation in intonation, tone, volume, pacing and emphasis for effect with some degree of accuracy. Possible ideas could include interviewing community members, recording conversations with English Speakers, debates with peers, contextually appropriate requests, etc.

discourse patterns is the cultural use of spoken language in social contexts by building students' cognitive academic language proficiency (e.g. the difference between formal and informal speech and when to use each)

acculturation processes are the stages that students may experience when learning about or adapting to a new culture

graphic texts include examples such as maps, signs, graphs, charts, tables, etc.

genres - literary or thematic categories may include: adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech

Canadian communities include rural, urban and other social or cultural communities existing within regional enclaves

demonstrate an awareness of safety in the workplace and other environments - students need to identify areas of concern when a worksite or location would be unsafe and be able to respond effectively or know how and who to communicate these concerns

text – “Text” and “texts” are generic terms referring to all forms of oral, written, visual or digital communication:

- Oral texts include speeches, podcasts, poems, plays, oral stories and songs.
- Written texts include novels, articles and short stories.
- Visual texts include posters, photographs and other images.
- Digital texts include electronic forms of all of the above.
- Oral, written and visual elements can be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements).

Safety Procedures - topics may include water safety, travelling by public transportation, pedestrian safety, bicycle safety, personal safety and responsibility, school emergency procedures, etc.

Text features - elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), bolded key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs and sidebars/text boxes. Additional text features in digital format may include hyperlinks, advertisements, footnotes, references, navigation features, banners, headers, menus, etc.

Content – Elaborations

Content listed below allows students to understand and demonstrate the curricular competencies and are based on the ELL Ministry Standards.

Listening

- **Meaning:** Understanding a range of academic and subject-specific vocabulary including synonyms, antonyms, adjectives, adverbs and words with various meanings; understanding main ideas and supporting details linked by cohesive devices and transition words in longer discourse on academic topics
- **Form:** Understanding a variety of complex **sentence structures** including compound-complex sentences, conditional sentences, understand rapid speech on familiar and unfamiliar topics
- **Use:** Understanding a wide range of spoken discourse in terms of purpose, structure and organization; understanding inferential questions; understanding a range of idiomatic expressions, slang and sarcasm indicated by subtle change in tone, volume, speed and intonation

Speaking

- **Meaning:** Choosing from a range of vocabulary, including common, descriptive, subject-specific & academic words, and words with multiple meanings; expressing and connecting ideas and supporting details using a variety of cohesive devices
- **Form:** Using phrasal expressions, a range of past, present, future and perfect tenses in active and passive voice with occasional errors; using compound, complex and conditional sentence structures; using variation in intonation, tone, volume, pacing and emphasis for effect with some degree of accuracy
- **Use:** Using language for a wide range of purposes, including to discuss topics, give opinions, inquire, persuade, compare & contrast, speculate, negotiate, conclude and show cause & effect; using and experimenting with various expressions, idioms, gestures, humour, sarcasm and register most appropriate to the context; using a variety of strategies including elaborating, commenting, restating and questioning to initiate, sustain and extend communicative tasks, seeking clarification by asking specific questions using academic language

Reading

- **Strategies:** Using predicting, synthesizing, summarizing, drawing conclusions, using contextual clues and word analysis to read a variety of unfamiliar text; decoding multi-syllable words and complex letter combinations; reading more consistently with expression; attending to most punctuation and self-correcting as needed
- **Comprehension:** Understanding a range of vocabulary including academic and subject-specific words and words with multiple meanings; understanding ideas in extended text connected by a range of cohesive devices and transition words; understanding text with a range of sentence structures that feature various types of phrases and clauses; making personal connections
- **Response and Analysis:** Providing reactions or judgments supported by reasons and examples; making logical connections to own ideas, other texts and themes; making logical connections between new information and background knowledge

Content – Elaborations

Writing

- **Meaning:** in order to express focused and developed ideas relevant to the purpose. Use pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists and rubrics to produce and revise text
- **Style:** Choosing from a range of vocabulary including high-frequency, descriptive, subject-specific and academic words and words with multiple meanings; using a variety of sentence structures that include embedded ordines and phrases; using some clear and varied descriptive, expressive, technical and figurative language; using a growing sense of voice, tone and register to develop text appropriate to purpose and audience
- **Form:** Providing an effective introduction, clear middle and conclusion in a multi-paragraph composition; connecting ideas using a variety of cohesive devices supported by graphic organizers and models as necessary
- **Conventions:** Using most punctuation with increasing accuracy, using common and irregular spellings with increasing accuracy; using phrasal expressions, conditional structures and a range of past, present, future and perfect tenses in active and passive voice with some degree of accuracy; editing and revising essays for word choice, fragments, run-ons and most punctuation conventions and grammatical structures

Characteristics of the local community specific to British Columbia, the Fraser Valley, Langley and its neighbourhoods (Willoughby, Walnut Grove, Murrayville, Aldergrove, etc.)

- Topics could include the literacy of public transportation, student engagement in the local community and its community services (Emergency Response, Public Libraries, Community Recreational Centres, etc.), accessing local venues and businesses, school community and procedures

Relationships between people in the community

- Ideas may include being respectful of others, The Good Samaritan Act [[link](#)] and the bystander effect, communicating based on role (speaking with and recognizing authority figures)

Pragmatic discourse includes strategies for communication, which includes understanding meaning through voice, tone, intonation and non-verbal cues like gestures and other body language. Pragmatics is specifically concerned with how speakers' shared interests and purposes shape discourse.

Rights and responsibilities of community members

- Individual rights and interests versus the "public interest" (why we don't litter, environmental responsibilities, appropriate communication including respectful body language)
- Topics may include religious freedoms, sexual orientations and gender identity

Key events and developments in the local community and in local First Peoples communities

- Community milestones (founding of the community, opening/closing of local businesses)
- Celebrations and holidays (significance of Orange-shirt Day)
- Cultural events in the community
- Growth or decline of the community including demographics

Content – Elaborations

Acculturation processes are the stages that students may experience when learning and adapting to a new culture

Organization includes time management, preparedness (including binders, lockers, travelling between classes), planning for the writing process and scheduling for deadlines (tests, quizzes, bus schedules, using their Agendas).

Self-advocacy in English by the student to achieve specific goals, which may include engaging in respectful dialogue to attain peaceful resolutions to conflict. Students may also advocate by learning and employing effective questioning strategies. Students can describe and advocate for oneself through speaking and writing, or through role playing.

Social, emotional and metacognitive skills and strategies - refers to collaboration with others by applying proper discourse strategies, being a receptive listener, using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision making, using self-regulation skills to be successful in the classroom to gain independence as a language learner

Text features elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), bolded key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes. Additional text features in digital format may include hyperlinks, advertisements, footnotes, references, navigation features, banners, headers, menus, etc.

Resources may include navigating websites, local services, school/community providers and print resources.

Various needs may include understanding required documentation for the following: application forms, resumes, school forms, character references, school forms (field trips, athletics, etc.)

Safety Procedures topics may include water safety, travelling by public transportation, pedestrian safety, bicycle safety, personal safety and responsibility, and school emergency procedures, etc.

Recommended Instructional Components:

- direct instruction
- cooperative learning
- computer-assisted learning
- project learning
- guided practice
- oral presentations
- independent study
- writing portfolios

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is nurtured and errors are viewed as a natural formative part of language development.

Assessment for learning practical application of skills and strategies:

Formative:

- Assessment is ongoing and may include in-class assignments, listening activities, oral presentations, practical application of language skills, performance assessment, quizzes, tests, homework, projects, journaling, group work, participation and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according to the ELL and the Provincial Performance Standards.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting and self-reflection.
- Peer assessment is encouraged

Summative:

- Summative assessment may include unit tests, oral presentations, projects and in-class essays.
- Activities are designed to accommodate student learning styles and level of language acquisition.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

Learning Resources:

Teacher Professional Resources

- *Teaching English as a Second or Foreign Language* by Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow [\[link\]](#)
- *The Art of Teaching Speaking* by Keith Folse [\[link\]](#)
- *Identity Texts: The Collaborative Creation of Power in Multilingual Schools* by Jim Cummins, Margaret Early [\[link\]](#)
- *Language Assessment: Principles and Classroom Practices* by H. Douglas Brown and Priyanvada Abeywickrama [\[link\]](#)
- *The Teacher's Grammar of English with Answers: A Course Book and Reference Guide* by Ron Cowan
- *Longman Student Grammar of Spoken and Written English* by Douglas Biber Susan Conrad, and Geoffrey Leech [\[link\]](#)
- "Write like this" Kelly Gallagher [\[link\]](#)
- *Teaching Pronunciation Paperback with Audio CDs (2): A Course Book and Reference Guide Paperback* by Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, and Barry Griner [\[link\]](#)

Resources to Aid Instruction:

- Langley's, *Functional Grammar Handbook: an Overview of Genres and the Grammar Within* [\[link\]](#)
- *Skills for success reading and writing or listening and speaking* [\[link\]](#)
- *Word Combination Card* (plastic handout & teacher resources)
- *A Beginning Look at Canada* by Anne-Marie Kaskens [\[link\]](#)
- *First Peoples myths, legends and recounts*
- *large pictures/posters*
- *Student Agenda*
- *Picture Dictionary*
- *West Coast Reader*
- *NEWS RELATED: CBC Radio* [\[link\]](#), *CNN 10* [\[link\]](#), *CBC *digital only** [\[link\]](#), *Time for Kids* [\[link\]](#), *Newsela* [\[link\]](#), *What in the World* [\[link\]](#)
- *Class Sets of Novels. Some examples are: R. J. Palacio's "Wonder"; Jerry Spinelli's, "Stargirl"; Sherman Alexie's, "Absolutely True Diary of a Part-time Indian"; Susan Nielsen's, "We're All Made of Molecules"; Cynthia Lord's, "Rules"; Lois Lowry's, "The Giver"*
- *Adapted texts: Shakespeare*
- *Kelly Gallagher's Articles of the Week* [\[link\]](#)
- *Science News for Students* [\[link\]](#)
- *ESL Library* [\[link\]](#)
- *Langley Learning Commons Subscriptions*

Additional Information:

None