



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b>	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b>
<b>Developed by:</b> Karen Beatty, Janis Sawatzky and Katie Leung (VSB)	<b>Date Developed:</b> March 9, 2018
<b>School Name:</b> ELL Department (District)	<b>Principal's Name:</b> Karen Beatty
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> English Language Development	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 90 - 120

**Board/Authority Prerequisite(s):**

District Requirements:

- a Bachelor of Education degree or equivalent training
- courses equal to 30 credits including 12 credits in linguistics (of which 6 credits shall relate to second language acquisition)
- plus 6 credits in ESL methodology
- and 6 credits in cross-culture education
- or equivalent training, or experience

**Special Training, Facilities or Equipment Required:**

A thorough understanding of the SIOP Framework is highly recommended.

**The course is designed for the student who:**

- has no or very limited English
- may understand simple oral exchanges or produce simply worded sentences
- is unable to be successfully integrated into academic classes

### **Course Synopsis:**

The course is designed to introduce ELL students to the four main English language skills of reading, writing, listening, and speaking. It also encourages the viewing and representation of materials. The course focuses on developing strategies needed to read, write and extract information successfully in English, and addresses specific needs of students regarding language and culture. Throughout the course students participate in authentic real-life situations. Students demonstrate English language proficiency in oral, visual, and simple written forms using Simple Present, Past, and Future Tenses. Students identify and compare their own customs to Canadian culture and customs.

### **Goals and Rationale:**

Students come from a variety of cultural, linguistic and academic background. This course is designed for those students whose primary language is not Standard English and who may therefore require English Language Learning support, so they are better able to access the BC curriculum and to reach their full potential. This course will enable students to:

- develop a basic level of language proficiency in receptive and expressive language: listening, speaking, reading, and writing
- develop an understanding and appreciation of cultural differences and similarities
- develop and preserve pride in their own heritage while developing language and skill sets in English
- develop and maintain a sense of self-worth

### **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<sup>10</sup>. 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**

The acquisition of English Language and understanding of Canadian culture.

Family, friends and social connections in the community.

Activities and routines in the Canadian culture as an ongoing process.

Participating in the immediate community and contributing to society.

Work life practices are embedded in the community, home, school, and society.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>School Culture</p> <ul style="list-style-type: none"> <li>communicate needs, desires and emotions giving reasons</li> <li>recognize and use greetings and expressions of politeness</li> <li>ask for information, permission and clarification and respond accordingly</li> <li>read adapted factual text such as school policies and procedures, and Student Agenda</li> <li>demonstrate an understanding of school culture, norms, and expectations</li> <li>participate and communicate within the school community</li> <li>describe and advocate for oneself through speaking and writing through role playing</li> <li>compare and contrast the BC school system with what students have experienced in the past and in their own country</li> </ul> <p>Family and Friends/Social Connections</p> <ul style="list-style-type: none"> <li>introduce themselves and family members using appropriate relationship terms and respond to introductions</li> <li>share opinions and preferences giving simple reasons</li> <li>engage others in conversation to build relationships</li> <li>demonstrate an understanding of narrative through reading and writing personal journals</li> <li>demonstrate an understanding and respect for social norms</li> <li><b>communicate</b> with peers about topics of interests</li> <li>infer appropriate meaning from <b>discourse patterns</b></li> <li>compare and contrast family structures and traditions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p>School Culture &amp; Expectations</p> <ul style="list-style-type: none"> <li><b>school rules and expectations</b></li> <li><b>requirements for graduation</b></li> </ul> <p>Community &amp; Relationships</p> <ul style="list-style-type: none"> <li>Location and names of important businesses and services</li> <li>Communicate with others on personal interests</li> <li><b>Characteristics of the local community</b></li> <li>Organizations that meet the <b>needs and wants</b> of the local community</li> <li><b>Relationships</b> between people in the community</li> <li><b>pragmatic discourse</b></li> <li><b>Rights and responsibilities</b> of community members</li> <li><b>Key events and developments</b> in the local community, and in local First Peoples communities</li> </ul> <p>Life &amp; Career Plan</p> <ul style="list-style-type: none"> <li>Workplace safety</li> <li>Emergency procedures</li> <li>Role of school and career planning</li> </ul> <p>Stages of Cultural Adjustment</p> <ul style="list-style-type: none"> <li>that learning takes different amounts of time for each learner</li> <li>learning requires exploration of one's identity</li> </ul>

#### Home Life

- ask for and give information about routines and habits
- demonstrate an awareness of safety procedures within the home
- use English to describe experiences in the home
- communicate emotions and give simple reasons for feelings
- seek information and make suggestions about everyday life and possible activities with friends and family
- use **appropriate tenses** for personal recount and narrative genres

#### City Life

- read and extract information from graphic texts such as maps and signs
- give, ask for and follow directions
- identify and access appropriate community services and resources
- read to locate specific information using text such as bills, forms, schedules, tables and instructions
- use specific language to describe experiences related to travel/commuting
- use a variety of sentence patterns and question to state, ask for, and justify opinions and preferences
- describe and exchange information about places, situations, and events
- communicate personal plans and intentions in Future Tense

#### Work Life

- demonstrate an ability to understand and complete forms giving personal details
- demonstrate the ability to communicate effectively in the work environment
- **demonstrate an awareness of safety in the workplace and other environments**
- use adequate word choice and vocabulary for work-related topics
- begin to recognize communication for the work environment
- constructively communicate personal strengths and weaknesses
- identify the contributions of significant Canadians

- **acculturation process**
- social norms, traditions, and culture in Canadian & North America

#### Skills

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

#### Strategies to support independent learning

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

### Big Ideas – Elaborations

Humanitarian qualities can be developed and fostered to contribute to the community, society, and globally.

## Curricular Competencies – Elaborations

- be able to volunteer one's time and effort to a cause
- to think like a philanthropist
- to think "we" instead of "me" ideology
- to make the World a better place attitude and mindset
  - **Communicate** using clear language that follows a conversation pattern where the speaker and listener take turns in responsive dialogue
  - **discourse patterns** is the cultural use of spoken language in social contexts by building students' cognitive academic language proficiency (eg: the difference between formal and informal speech and when to use each)
  - **appropriate tenses** include past, present, and future tense as related to specific genres and topics
  - **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

## Content – Elaborations

- **school rules and expectations:** BC school culture, structure, school guidelines, Student Agenda, Code of Conduct, and expectations in the school system and with each classroom teacher
- **requirements for graduation:** course credits, grade averages, grade expectations, specific/eligible courses
- **characteristics of the local community**
  - daily life in different communities (based on neighborhood or social groups ie: seniors, students, adults)
  - key cultural aspects (language, traditions, arts, foods)
  - cultural and diversity and respect
- Organizations that meet the **needs and wants** of the local community
  - local government facilities
  - public facilities (banks, commercial businesses, shopping centers, restaurants, etc.)
  - emergency facilities (hospital, police station, fire department, etc.)
  - transportation (bus schedules, taxis, skytrain, etc.)
- **Relationships** between people in the community
  - being respectful of others, good Samaritan, communicating based on role (speaking with government authorities, school principals, police officers versus friends)

## Content – Elaborations

- **Pragmatic discourse** 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
- **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. Students can describe and advocate for oneself through speaking and writing through role playing.
- **Social, emotional, and metacognitive skills and strategies:** refers to collaboration with others by 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 and 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.
- **Strategies includes:**
  - **listening:** includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing. Some strategies a teacher can use to support students are 5-7 seconds for wait time, slowing speech down, articulating words clearly, and providing cloze listening activities.
  - **reading:** refers to cultural organization of text; students consider what strategies they need to use to deconstruct text; they employ reading strategies with increasing independence depending on the purpose, text, and context. Some strategies may include rereading, predicting, and word-recognition to read texts on familiar topics.
  - **speaking:** uses language appropriately in a variety of contexts including presenting, contributing to discussions; understanding when to use specific language and to change their register to match the listener (ie: speaking to a police officer versus your friends or a teacher). Students can ask for clarification or for the speaker to repeat themselves.
  - **writing:** refers to organizational planning for writing structures, grouping ideas, note taking, journaling, fill-in-the-blank responses, labelling, sentence-stems, formulaic structures and dictionaries.

## Content – Elaborations

- **numeracy:** knowing some basic mathematical language (counting, adding, subtracting and can be used in context such as shopping).

### 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

Assessment of learning - 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:

### Frameworks

- SIOP (Sheltered Instruction Observation Protocol)

### 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](#)]

### Resources to Aid Instruction:

- *Skills for success reading and writing or listening and speaking* [[link](#)]
- *A Beginning Look at Canada* by Anne-Marie Kaskens [[link](#)]
- *Longman Student Grammar of Spoken and Written English* by Douglas Biber Susan Conrad, and Geoffrey Leech [[link](#)]
- *First Peoples myths, legends and recounts*
- *large pictures/posters*
- *Student Agenda*
- *Picture Dictionary*
- *West Coast Reader*
- *CBC Radio* [[link](#)]

### Additional Information:

None