



Board/Authority Authorized Course Framework Template

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| School District/Independent School Authority Name: | School District/Independent School Authority Number (e.g. SD43, Authority #432): |
| Developed by: Karen Beatty, Janis Sawatzky and the ELL Metro Group | Date Developed: March 9, 2018 |
| School Name: ELL Department (District) | Principal's Name: Karen Beatty |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Introduction to Academic Language | Grade Level of Course: 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 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.

Course Synopsis:

Through *Introduction to Academic Language 10*, students will develop the academic language and extend the English language skills needed to be more successful in the content areas of English and Socials. The course builds students' writing, speaking, listening, and reading competencies by introducing them to a variety of text genres, registers, structures, forms, and styles. Students will listen, read, and study texts in specific genres by studying the forms, styles, and models required to create these text structures to build their competencies so they can create original pieces. Included in this course are the elements that make up Canadian Culture (cultural identity and First Peoples culture). *Introduction to Academic Language 10* is designed for English Language Learners at Level 3 on the current 5 level ELL Standards.

Goals and Rationale:

All students, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest. While ELLs have much in common with other students, they have specific needs in the areas of language and culture. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability.

The ELL program, and the courses offered within the program, enables the English language learners to:

- develop and maintain a sense of self-worth
- develop and preserve a pride of heritage
- develop communicative competence at a level commensurate with the student's potential, in the areas of listening, speaking, reading and writing
- adapt to those aspects of methodology and curriculum that differ from those of the student's previous experiences
- develop an understanding and appreciation of cultural differences and similarities
- gradually integrate into regular courses according to the student's interests, strengths and required academic courses for graduation

Aboriginal Worldviews and Perspectives:

Links to First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

BIG IDEAS

Information is accessed for diverse purposes and from a variety of **texts**.

Contextual **academic language** is essential for comprehension and to convey meaning in a variety of contexts.

Effective communication includes understanding and demonstrating cultural nuances and norms.

Effective communication includes exchanging ideas and viewpoints to share thinking.

Producing writing for authentic audiences and academic purposes is important for comprehension.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> Identify the text structures and features used in the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view Access information for diverse purposes and from a variety of sources to construct meaningful personal connections between self, text, and world Recognize and demonstrate how various forms, genre structures and features of texts reflect a variety of purposes, audiences and message Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts Identify and demonstrate how different forms, formats, structures and features of texts enhance and shape meaning and impact Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts Understands the subtle, social or cultural nuances of language and how it constructs personal and cultural identities Use basic understanding of how grammar structures function to create meaning to decode text Engage in a variety of text forms and genres to identify grammatical and syntactic signals regarding social and historical values and perspectives in texts including references to Canadian culture and physical geography | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> A variety of text forms and genres <ul style="list-style-type: none"> Recount Narrative Information Report <ul style="list-style-type: none"> describing classifying comparing <p>Text features and structures</p> <ul style="list-style-type: none"> narrative structures found in First Peoples' texts <ul style="list-style-type: none"> protocols related to the ownership of First Peoples' text forms, features and functions of specific genres <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> language features elements of style verb tenses usage and conventions literary elements and devices grammatical elements intonation non-verbal expressions |

Create and communicate (writing, speaking, representing)

- Identify ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking through text
- Demonstrate a basic understanding how to identify who the speaker is, their message (perspective/value) and the purpose
- Develop and **refine texts** to demonstrate understanding of genre
- Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a range of purposes
- Use **writing and design processes** to plan, draft, develop, and create texts for a variety of academic purposes and **authentic audiences**
- Use academic language to identify, create, and share ideas, feelings, opinions, and preferences
- Develop and expand the use of conventions of Canadian spelling, grammar, and punctuation and as appropriate to the context
- Express and support an opinion with relevant grammar structures and **academic language**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **listening strategies**
- **writing processes**
- **thinking processes**

Big Ideas – Elaborations

- **academic language:** is the language needed by students to be successful in school, it is the language used to express ideas and thoughts across content areas; it can be oral and or/written language, and it is of a more succinct and formal register.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:
 - Oral texts include speeches, poems, plays, oral stories, songs or newscasts and interviews
 - Written texts include novels, articles, short stories and adapted text.
 - 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, radio broadcasts).

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- **strategies:** strategies used will depend on purpose and context; making predictions, asking questions, determining importance, and drawing conclusions
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, graphic novel, post-modern picture book, close-captioned film)
- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, colour
- **functions:** refers to narrative, recount, and informative text genres and functions
- **structures:** refers to the way the author organizes text (e.g., cause/effect, compare/contrast, order of importance, chronological sequence, problem/solution, circular or cyclical)
- **features of texts:** elements of the text are not considered the main body including:
 - navigational aids (e.g., table of contents, index, glossary, bibliography, hyperlinks, titles, headings and subheadings, prologue and epilogue, preface or forward, captions, footnotes and endnotes)
 - illustrations (e.g., in-lays, sidebars, photographs, graphs, charts, timelines, maps)
 - topic sentences, conclusions, detailed paragraphs, genre organization features, cohesion words
- **build shared understanding and extend thinking:**
 - listen to and receptively respond to feedback
 - respond to others' work with constructive feedback
 - ask questions to promote discussion
 - invite others to share their ideas
 - be willing to support personal perspectives
- **refine texts to improve their clarity, effectiveness, and impact:**
 - use techniques to refine text according to genres' functions and formats using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, and varying sentence types
- **speaking and listening skills:**
 - strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context

- strategies associated with listening skills may include receptive body language, eye contact, paraphrasing building on others' ideas, asking clarifying questions, and disagreeing respectfully
- **range of purposes:** may include to understand, to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to provoke, to problem solve, and to entertain
- **writing and design processes:** there are various writing and/or design processes depending on context and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout
- **audiences:** students expand their understanding of the range of real world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations
- **acknowledgements and citations:** includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

Content – Elaborations

- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **genres:** literary or thematic categories (e.g. adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech) narrative structures: circular, iterative, cyclical
- **Text features:** elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes
- **structures:** how text is organized
- **narrative structures found in first Peoples' texts:** e.g., circular, iterative, cyclical
- **protocols related to ownership of First Peoples' oral texts:** First Peoples' stories often have protocols (when and where they can be shared, who owns them, who can share them)
- **reading strategies:** there are many strategies that readers use when making sense of text; students consider what strategies they need to use to “unpack” text; they employ strategies with increasing independence depending on the purpose, text, and context; strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting
- **oral language strategies:** includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **listening strategies:** includes listening to a variety of speakers in multiple formats for various purposes; recount, follow directions, etc.
- **writing processes:** there are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing.
- **thinking processes:** refers to specific genres of sequence and/or description; identify and describe basic grammar structures: statements and interrogative, parts of speech
- **elements of style:** stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone
- **usage:** avoiding common usage errors (e.g., double negatives idioms, and word misuse)

Content – Elaborations

- **conventions:** common practices standard punctuation use, in capitalization, in quoting and in Canadian spelling
- **literary elements and devices:** texts use various literary devices according to purpose and audience; be able to deconstruct text according to genres
- **grammatical elements:** verb tense, prepositions, control of word order, variety of sentence types, plurals, etc.

Recommended Instructional Components:

- analyzing features of recount, narrative, and information reports using genre features overviews and example texts
- using genre overviews as maps to find information in texts when reading
- reading a variety of model texts for genre features and information
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- vocabulary development exercises and grammar exercises within context
- academic language development within context
- small group novel studies or reader's theatre
- analyzing primary or non-fiction sources
- group discussions and individual reflections on the cultural meanings of specific topics such as:
 - Terry Fox, Immigration Acts (Komagata Maru), Canada's Geography and its effect on the Canadian Identity and/or other aspects, etc.
- engaging in the writing process to deconstruct, co-construct and individually write recount, information and narrative texts which obey genre rules. Continue with the writing process to peer/self edit writing and produce a good copy of the text.
- Practicing the use of genre 'glue' words such as sequence words, adding information words, compare/contrast words, giving reasons words, in written assignments.
 - Vocabulary development exercises
 - Grammar exercises in context, based on adapted texts, then transferred to authentic texts

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

Possible Demonstrations of Learning:

- Production of genre specific texts which exhibit key genre features.
- Production of posters and powerpoints which communicate course content visually.
- Production of novel studies which interpret story through elements of story.
- Production of narrative texts which include all elements of story.
- Analyze primary or non-fiction sources.

Assessment Component:

| Category | Details |
|------------------------|--|
| Practical Applications | On-going performance tasks <ul style="list-style-type: none"> • including genre-based text • topic driven speaking and listening tasks |
| Goal Setting | Weekly goal setting Individual/Group/Wellness |
| Individual Reflection | Review activities & initiatives |
| Final Assessment | Presentation |

Possible Demonstrations of Learning:

| Performance Methods | Personal Communication | Other |
|---------------------------------|--|---------------------------|
| Projects (Individual and group) | Self-evaluation and reflective assignments | Multi-tier Rubric |
| Reflective Journal | Peer-evaluation | Checklists |
| Capstone Project | Student/Teacher Goal | Teacher anecdotal records |
| | Setting discussions | |

Learning Resources:

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)

- Knowledge Framework
- Systemic Functional Grammar - Michael Halliday

Teacher Professional Resources

- *Teaching English as a Second or Foreign Language* by Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow [[link](#)]
- *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings* by Jeff Zwiers and Marie Crawford [[link](#)] or
- *The Art of Teaching Speaking* by Keith Folse [[link](#)]
- *Big Ideas for Expanding Minds* by Jim Cummins [[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 [[link](#)]
- *Building Academic Vocabulary* by Lawrence Zwier [[link](#)]
- *Longman Student Grammar of Spoken and Written English* by Douglas Biber Susan Conrad, and Geoffrey Leech [[link](#)]
- How Language Works” Program
- *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* by Pauline Gibbons and Jim Cummins [[link](#)]
- *Building Academic Vocabulary* by Lawrence Zwier [[link](#)]

Resources to Aid Instruction:

- Genre Study Suite - Fountas and Pinnell [[link](#)]
- Scholastic “Taking Action”, “Let’s Talk About”, “Big Idea” series
- Adapted versions of “Anne of Green Gables”, The Elephant Man (Victorian Canada) or other novels with Canadian focus
- First Peoples myths, legends and recounts

Digital Learning Resources such as (this list is not exhaustive):

- Adobe Spark
- Fresh Grade
- Office 365
- Socrative

Additional Information:

Example of a student friendly rubric for Self Evaluation

Name: _____

ELL: Weekly Self Evaluation of Learning and Communicating

| | 1 Does Not Meet Standards | 2 Somewhat Adequately Meets Standards | 3 Competently Meets Standards | 4 Proficiently Meets Standards |
|---|---|--|--|--|
| Interpersonal Communication (Partner/Group/Class) | Little effort to talk to people. Conversation. Little effort to talk about topic. Little effort to speak English. | Adequate effort made to talk to people. Some effort to talk about topics. Tries hard to speak English. | Good effort to talk to people. Often starts discussion. Good effort to talk about topics. Tries very hard to speak English. | Very good effort to talk to people. Often starts discussions. Very good effort to talk about topics. Excellent effort to speak English. |
| Practice and Marked Assignments | Assignments are mostly not done. Corrections are not done. Little effort to learn. | Assignments are mostly done. Most corrections are done. Tries hard to learn. | Assignments are complete. Corrections are done. Tries very hard to learn. | Assignments are proficiently done. Corrections are made. Tries very hard to learn. |
| Writing Assignments | Writing is not about the topic. Few details are given. Very little effort to use genre features. Little understanding of genre features. Many grammar problems and spelling and punctuation mistakes. Few editing mistakes are corrected. | Writing is about the topic. Some details are given but more details are needed. Some problems with genre features. Some grammar problems. Most editing mistakes are corrected. | Writing is competent and discusses the topic. Many good details support the writer's ideas. Few problems with genre features. Few grammar problems; good spelling and punctuation. Editing errors are corrected. | Writing is competent. Many good details support the writer's ideas. Writing shows good understanding of genre features. Very few grammar problems and good spelling and punctuation. All editing mistakes are corrected. |
| Reading | Very limited understanding. Not able to show understanding of big ideas or details. | Understands the basic meaning of texts but not deeper meaning. Understands the big ideas but doesn't understand the details. Understanding is basic without support. | Understanding of big ideas, details and meaning. May not understand subtle or complex ideas without support. | Understanding of big ideas, details and meaning. Also understands subtle or complex ideas. |
| Creativity / Critical Thinking | Little effort made to think about ideas creatively or critically. Very basic understanding of ideas. | Good effort made to engage with ideas creatively or critically. May need support to do this. | Good effort made to engage with ideas creatively or critically without support. | Excellent effort made to engage with ideas creatively or critically without support. |

My goals for next week: _____

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|-------------------------|---|---|---|---|---|---|---|---|---|----|
| My motivation level is: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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