



Board/Authority Authorized Course Framework Template

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 2, 2018
School Name: ELL District Program	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: Strategies for Academic Success ELL	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.

The course is designed for the student who:

- demonstrates an imbalance between reading, writing and oral language skills
- understands and uses common vocabulary but is unfamiliar with academic vocabulary
- lacks confidence in social language skills to participate effectively in groups
- limited repertoire of strategies to be an independent learner in content-based courses

Course Synopsis:

This course is designed to familiarize and extend a student's abilities to use various strategies independently to meet the Learning Standards and Big Ideas, concurrently being successful in content-based courses such as English Language Arts, Social Studies and Science. Emphasis will be on the comprehension of important concepts, linking current information to prior knowledge and the application of strategies and skills learned. Students will become familiar with a variety of learning skills and Canadian assessment techniques. As well, through discussion and debate, students will learn aspects of the history and culture of Canada.

Goals and Rationale:

All students, regardless of their language and cultural background, will have the opportunity to develop their academic potential to the fullest extent. This course will provide students with the necessary background skills, vocabulary and learning strategies to ensure success in grade level subjects. The skills taught cover a wide range to enable students to meet cross-curricular language needs. As research indicates, academic language acquisition takes longer than basic interpersonal communicative skills, therefore, the support provided by this course will ensure students are adequately prepared to cope with the pace and expectations of a variety of academic grade level courses. The goal is for students acquiring English, not only learn essential academic content and language, but also become independent and self-directed learners through their increasing command over a variety of strategies for learning

Aboriginal Worldviews and Perspectives:

This course will incorporate the following aspects of the Declaration of First Peoples Principles of Learning through written responses, discussion, exercises, projects and debate activities:

- 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
- Learning another language involves patience and time
- Becoming an English Language Learner involves recognizing that some information is culturally delicate and needs to be shared with permission and in certain situations is sacred

BIG IDEAS

A belief in one's **abilities** enables growth

Language is expressed differently based on **cultural contexts**

Language is a **social construct** that must be explicitly taught

Effective communication comes from an awareness of **language**

Learning strategies provide greater access to academic success

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Receptive (reading and listening)</p> <p>Reading</p> <ul style="list-style-type: none"> identify keywords in text and apply reading strategies to find meaning connect, summarize, infer, predict, evaluate, and comprehend most reading materials connect reading material to personal experiences (via discussions, debates, persuasive writing, research) appreciate reading and being read to for information and pleasure develop a repertoire of strategies to aid comprehension <p>Listening</p> <ul style="list-style-type: none"> understand colloquial expressions, idioms, figurative language, and academic language within context display active listening interpret, analyze, and evaluate oral and media presentations understand meaning through voice, tone, and intonation take notes and summarize oral content <p>Expressive (speaking and writing/representing)</p> <p>Speaking</p> <ul style="list-style-type: none"> use varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language appropriately in various social settings approximate English discourse patterns pronounce words correctly to improve clear communication 	<p><i>Students are expected to know the following:</i></p> <p>Strategies to support independent learning</p> <ul style="list-style-type: none"> Listening Speaking Reading Writing Numeracy <p>Stages of Cultural Adjustment</p> <ul style="list-style-type: none"> that learning takes different amounts of time for each learner idioms, figurative language, connotations, denotations pragmatic discourse learning requires exploration of one's identity acculturation process <p>Genres</p> <ul style="list-style-type: none"> structures of various genres linear nature of genres <p>Skills</p> <ul style="list-style-type: none"> organization social, emotional, and metacognitive text features responsibility test-taking study and note-taking

<ul style="list-style-type: none"> • make content-based presentations • participate in discussions and orally support opinions or beliefs • participate in problem-solving activities <p>Writing and Representing</p> <ul style="list-style-type: none"> • respond to text in personal, creative, and critical ways • use writing strategies to plan, develop, and create meaningful texts for a variety of genres • express and support an opinion with evidence • use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • develop voice in writing • appropriate word choice and usage according to text genres • use information ethically • exhibit less evidence of literal translation in L2 output <p>Evaluation</p> <ul style="list-style-type: none"> • become familiar with and be able to demonstrate competency using a variety of assessment tools and techniques 	<ul style="list-style-type: none"> • collaborative learning • plagiarism awareness • writing process
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<p>Big Ideas – Elaborations</p>
<p>abilities: students will be able to make language connections between their first language and English thereby developing academic and social growth; the awareness of self (self-esteem, self-advocacy, self-reflection, personal strengths, etc.) promotes educational risk-taking and personal growth</p> <p>cultural contexts: awareness of language features (expressions, idioms, figurative language, pragmatic discourse, acculturation, etc.) promotes successful language learning; learning requires exploration of one’s identity.</p> <p>social constructs are the perceived cultural norms of communication (speaking, listening, reading, writing)</p> <p>language includes the four domains (reading, writing, speaking and listening)</p> <p>learning strategies allow students to access curriculum, communicate effectively, and build academic literacy</p>

Curricular Competencies – Elaborations

Text/texts are generic terms referring to all forms of oral, written, visual, or digital communication: — Oral texts include speeches, poems, plays, oral stories, and songs — Written texts include novels, articles, short stories, and technical writing including numerical — 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)

genres include specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc. genres that may occur in other content areas

strategies use will depend on purpose and context

- **reading** brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, connecting
- **writing** prewriting, drafting, revising, editing (peer and self), using graphic organizers, publishing
- **listening** note-taking, paraphrasing, reflecting feelings and meaning, attentive engagement, questioning and answering
- **speaking** voicing an opinion, scaffolded engagement (1:1, small group, large group, 1: class), choral reading and responses, orally presenting

discussions include small-group, partners, one-to-one, whole class, etc.

ethically defines appropriate citations (eg: bibliography, work cited, textual referencing)

assessment tools and techniques: using and/or creating assessments for self-assessment or peer-assessment (eg: ELL rubrics, ELL matrices, learning logs, reflective journals, portfolios, etc.); students should receive explicit instruction on how the use of assessment tools and their purpose of these tools (eg: teaching assessment genres including multiple choice, true or false, creating short answers using the text from the question, long answer/essay responses; how to read and interpret assessment questions, rubrics, and matrices)

voice to identify and use point of view, humour, and cultural perspective (e.g., persona)

reading materials may include using books from varying levels, a variety of fiction and nonfiction texts including different genres consistent with content materials

active 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

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)

communication includes stress, intonation, pace, pitch, articulation, enunciation

problem solving strategies are used in the classroom to support conversing in authentic independent or collaborative group work contexts to improve communication. Some suggestions may include respectfully disagreeing, providing constructive feedback, turn taking in conversations, giving evidence to support opinion, advocating self by formulating questions or statements of need. L1 discourse patterns may differ between cultures and English discourse patterns need to be explicitly taught.

Content – Elaborations

Strategies:

Content – Elaborations

- **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
- **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
- **speaking:** uses language appropriately in a variety of contexts including debating respectfully, presenting, contributing to discussions; understanding when to use formal (academic) and informal (social) language
- **writing:** refers to organizational planning for writing structures, grouping ideas, note taking, elaborating, summarizing, inferring, and imagery
- **numeracy:** knowing mathematical language

genres include specifically knowing the descriptive, informative, expository, explanation, persuasive, technical, etc. genres that may occur in other content areas

pragmatic discourse includes understanding meaning through voice, tone, intonation, and non-verbal cues like gestures and other body language

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

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

organization includes time management, preparedness (including binders, lockers, travelling), planning for the writing process, scheduling for deadlines

the writing process refers to paraphrasing, paragraphing, summarizing, prewriting, drafting, revising, publishing, editing, accessing background knowledge, brainstorming

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

Recommended Instructional Components:

SIOP adaptations - Examples for teachers to use:

- building background knowledge
 - KWL (Know, Wonder, Learn), KWE (Know, Wonder, What ELSE), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placemat activities
- teaching vocabulary explicitly
 - Frayer model, defining new vocabulary, pronunciation of new words, content word walls, anchor charts, personal dictionaries, concept definition maps, definition charts

- comprehensible input
 - graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5-7 seconds is recommended), clarifying key concepts in L1, multimedia resources, modelling and paraphrasing
- scaffolded interaction
 - gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest
- use of first language (L1) to clarify meaning or gain understanding of concepts, vocabulary and topics related to instruction
- review of key concepts
 - Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
 - Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
 - Regularly give feedback to students on their output: clarify, discuss, correct responses
 - Conduct assessment of student comprehension and learning: use a variety of quick/mini-reviews: thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show, include self-assessment
- pre-reading strategies
 - SQP2RS, scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals, vocabulary, end of chapter questions, summarize) *see more under building background knowledge*

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 exercises, oral presentations, quizzes, tests, homework, projects, tutorial work, 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.
- The teacher conferences regularly with students to assist them in setting realistic standards for their own performance in this course and in the regular classes into which they are integrated.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.

Assessment of learning - Summative:

- Summative assessment may include unit tests, oral presentations, projects, and in-class compositions.
- Activities are designed to accommodate student learning styles and level of language acquisition.
- The grading scale follows that of the secondary guidelines to reporting.

Suggested Learning Resources:

Frameworks

- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework
- Systemic Functional Grammar – Michael Halliday

Teacher Professional Resources

- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*
- Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*
- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
- Jeff Zwiers, *Building Academic Language*

Resources to Aid Instruction:

- *Skills for success* reading and writing or listening and speaking [\[link\]](#)
- *Great Writing* by Keith Folse, April Muchmore-Vokoun and Elena Vestri Solomon [\[link\]](#)
- *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
- CBC Radio [\[link\]](#)

Websites

- <http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>
- www.empoweringells.com
- <http://www.colorincolorado.org/>
- www.everythingsl.net
- <http://tslater.public.iastate.edu/kf/structures.html> - Knowledge Framework
- <https://instructionalservices.sd35.bc.ca/curriculum/english-language-learners-ell/> - SIOP Resources
- http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_DMIS_12pp_quotes_rev_2011.pdf - The Bennet Scale of Intercultural Sensitivity
- <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf> - ELL Standards

Additional Information: