



**Board/Authority Authorized Course Framework Template**

<b>School District/Independent School Authority Name:</b> <i>SD 67 Okanagan-Skaha</i>	<b>School District 67</b>
<b>Developed by:</b> Diane Maltais	<b>Date Developed:</b> 02 March 2018
<b>School Name:</b> Summerland Secondary School	<b>Principal's Name:</b> Chris Van Bergeyk
<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> ELL 10 Beginning	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100-120

**Board/Authority Prerequisite(s): (None)**

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

A fully equipped and functional classroom is required, with a personal computer for each student. Some critical components include: multi-level novels, graphic novels, thesauruses, graphic dictionaries, bilingual dictionaries, language games, grammar reference books, vocabulary books, and interactive computer software. Teachers should be familiar with Ministry of Education ELL policy and standards, second language/culture and secondary school curriculum.

**Course Synopsis:**

This course will support and enable students to progress in their English language proficiency and to increasingly meet the learning outcomes of content-area classes. This course will focus on developing individual skills and understandings of the English language and to respect cultural diversity, identity, and inclusiveness. In this course, particular attention will be paid to developing and improving academic vocabulary, and providing support in areas of speaking, reading, and writing.

**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 (ELL) language support so they may access the BC curriculum, helping them to reach their full potential. Students can expect to acquire a level of English which would allow them to be successful in academic streams.

ELL 10 Beginning combines many skills and competencies, both curricular and core, through project-based, hands-on learning opportunities and collaboration. Students will need to **communicate** and share project ideas. **Creative thinking** is important to this course as students engage in creating projects to show their learning. Students will explore **positive personal and cultural identity** by sharing their culture and learning about the Canadian culture.

**Goals:**

- Develop the acquisition of English Language and understanding of Canadian culture
- Support the cognitive and academic growth of these students
- Support the transition of these students into BC schools and their inclusion into and contribution to the ongoing development of Canadian society
- Develop all core competencies, problem solve and overcome challenges.

**Aboriginal Worldviews and Perspectives:**

The First People's Principles of Learning greatly influence the ELL curriculum and are woven throughout. They lend themselves well to second language learning as they promote experiential and reflexive learning as well as self-advocacy and personal responsibility in learners. They help create classroom experiences based on the concepts of community, shared-learning and trust all of which are vital to second language acquisition.

**BIG IDEAS**

Listening and viewing with intent strengthens our understanding and acquisition of English.

Expressing oneself and engaging in conversation in English requires courage and risk taking.

Acquiring English language can shape one’s perspective, identity and voice.

Acquiring English language provides us with new opportunities to appreciate and value **creative works** and cultural diversity.

Acquiring **English language skills** allows students to have increased success in future academic endeavors.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to individually and collaboratively to be able to:</i></p> <ul style="list-style-type: none"> <li>• use a growing number of <b>strategies to derive and negotiate meaning</b></li> <li>• recognize that <b>choice of words</b> affects meaning</li> <li>• derive meaning from a variety of <b>texts</b></li> <li>• locate and explore a <b>variety of online media in English</b></li> <li>• <b>narrate stories</b> orally and in writing</li> <li>• recognize the importance of story in personal, family, and community identity</li> <li>• engage in conversations</li> <li>• express themselves with growing fluency, orally and in writing:                             <ul style="list-style-type: none"> <li>-ask and respond to a variety of questions</li> <li>-describe situations, day-to-day activities, and series of events</li> <li>-express opinions on familiar topics</li> </ul> </li> <li>• recognize how cultural identity is expressed through different texts and <b>creative works</b></li> <li>• engage with the English community, people, or experiences</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• increasing range of commonly used vocabulary and sentence structures for conveying meaning</li> <li>• asking and responding to various types of questions</li> <li>• describing activities, situations, and events</li> <li>• expressing different degrees of likes and dislikes</li> <li>• expressing hopes, dreams, desires, and ambitions</li> <li>• expressing opinions</li> <li>• past, present, and future timeframes using regular and irregular verbs</li> <li>• elements of a variety of common texts</li> <li>• common <b>elements</b> of stories</li> <li>• <b>idiomatic expressions</b> from the English language</li> <li>• <b>Canadian culture</b></li> </ul>

### Big Ideas – Elaborations

- English Language skills-listening, speaking, reading and writing
- Creative works - for example, books, dance, paintings, pictures, poems, songs

### Curricular Competencies – Elaborations

- strategies to derive and negotiate meaning- for example using paraphrasing, repetition, word substitution, using contextual cues
- choice of words-for example, different degrees of formality, degrees of directness, choice of verb tense and modality
- texts-defined as any piece of oral, visual, or written communication, some examples: articles, charts, essays, films, novels, news reports, picture books, First Peoples oral histories
- online media in English-for example, articles, cartoons, music, news articles, videos
- narrate stories-using expressions of time and transitional words to show logical progression; using present, past, and future timeframes
- creative works-for example, books, dance, paintings, pictures, poems, songs

### Content – Elaborations

- common elements-for example, place, characters, setting, plot, problem and resolution
- idiomatic expressions- type of informal English that has a meaning different from the meaning of the words in the expression, for example, seeing eye to eye or speak of the devil
- Canadian culture – includes school culture, multi-culture, BC culture, History/Geography, Sports, Significant Canadians, Indigenous Peoples in Canada

### Recommended Instructional Components:

- Direct instruction
- Demonstrations
- Guest speakers
- Experiential learning
- Self-reflection
- Peer teaching
- Reflective writing
- Modelling
- Field trips in the community

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

Clear targets and expectations shared with students at all stages of the assessment process.

***Formative:***

- Oral presentations
- Practice quizzes
- Self-assessment
- Self-reporting
- Teacher feedback throughout

***Summative:***

- Projects
- Student demonstrations of ability and showing evidence of knowledge and understanding (DO)
- Teacher-monitored learning goal checklists
- Oral-response/student-teacher conferencing
- Oral presentations
- Rubrics

**Learning Resources:**

- Discovering Fiction Judith Kay/Rosemary Gelshenen - (A reader of North American Short Stories) An Introduction
- Creating Meaning - Kathy Block/Hannah Hofer Friesen - Reading and Writing for the Canadian Classroom
- Reading For Real – Manuela Costantino/Toni Dabbs – Start –up
- Facts and Figures – Patricia Ackert – Beginning Reading Practice
- Open Door to English Vocabulary
- Leveled readers
- **Websites** - Newsela (current event articles at different reading levels)
  - ESL Library (leveled reading, debates, projects, listening, vocabulary, grammar)
  - National Film Board - Indigenous Peoples in Canada

**Additional Information:** None