School District/Independent School Authority Name: *SD 67 Okanagan-Skaha*	**School District 67**
Developed by: Diane Maltais	**Date Developed:** 09 October, 2018
School Name: Penticton Secondary School	**Principal's Name:** Chris Van Bergeyk
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: ELL 11	**Grade Level of Course:** 11
Number of Course Credits: 4	**Number of Hours of Instruction:** 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 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. The ELL 11 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:

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
Students are expected to individually and collaboratively be able to:	*Students are expected to know the following:*
Receptive (reading & listening)	*Strategies and processes*
Reading	● **Listening**
● Identify keywords in text and apply **reading strategies** to find meaning	● **Oral language**
● Connect, summarize, infer, predict, evaluate, and comprehend most reading materials	-group discussions and individual reflections of specific topics
● Connect **reading material** to personal experiences (via discussions, debates, persuasive writing, research)	● **Reading** -small group novel studies
● Appreciate reading and being read to for information and pleasure	-reading a variety of model texts
● Develop a repertoire of strategies to aid comprehension	● **Writing processes**
Listening	-planning, drafting, and editing
● Understand colloquial expressions, idioms, figurative language, and academic language within context	-using sequence and linking words
● Structures of various **genres**	*Skills*
● **Display active listening**	
● Interpret, analyze, and evaluate oral and media presentations	● **organization**
● Understand meaning through voice, tone, and intonation	● **text features**
● Take notes and summarize oral content	● collaborative learning
	-partner work and presentations
	Genres

BAA Course Framework Template

Expressive (speaking and writing/representing) *Speaking* ● 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** ● Make content-based presentations ● Participate in discussions and orally support opinions or beliefs *Writing and Representing* ● 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 ● Use information **ethically** ● Exhibit less evidence of literal translation in written output	● Structures of various genres *Awareness of Cultural Adjustment* ● Learning takes different amounts of time for each learner ● Learning requires exploration of one's identity ● Language is acquired through voice, tone, intonation and non-verbal cues. ● Plagiarism awareness *Language features, structures, and conventions* ● **Grammatical elements** ● Vocabulary development

Big Ideas – Elaborations

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

Curricular Competencies – Elaborations

Active Listening - 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.
Communication - communication includes stress intonation, stress, pace, pitch, articulation enunciation.
Discourse Patterns - 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)
Ethically - defines appropriate citations (e.g. bibliography, work cited, textual referencing)
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
Reading Materials - may include using books from varying levels, a variety of fiction and non-fiction texts
Reading Strategies - include brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, connecting
Voice - to identify and use point of view, humour, and cultural perspective (e.g. persona)
Writing Strategies - refers to organizational planning for writing structures, grouping ideas, note taking, elaborating, summarizing, inferring, and imagery

Content – Elaborations

Listening strategies - includes listening to a variety of speakers in multiple formats for various purposes; recount, follow directions, etc.
Oral language - includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
Reading strategies - strategies that readers use when making sense of text; 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
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.
Organization
Text Features - 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
Language Features
Grammatical Elements - verb tense, articles, prepositions, control of word order, plurals, etc.
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

Content – Elaborations
● Written texts include novels, articles, short stories, technical writing (including numerical) 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).

Recommended Instructional Components:

- Direct instruction – teaching vocabulary explicitly, defining new vocabulary, pronunciation of new words, personal vocabulary charts, comprehensive review of key content concepts

- Demonstrations – modelling and paraphrasing, graphic organizers

- Guest speakers –workshops, presentations

- 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) Level 2

- *Creating Meaning* Kathy Block/Hannah Hofer Friesen - Reading and Writing for the Canadian Classroom

- *Write Right* Level 1 and 2

- *Subject Link L7* Curriculum Integration Reading Program

- *Grammar in Focus* Level 3

- *Read up 1 on Content Areas*

- Leveled readers

- Scholastic Magazines – *Choices, Action, Scope*

- **Websites** - Newsela (current event articles at different reading levels)

    - ESL Library (leveled reading, debates, projects, listening, vocabulary, grammar)

    - ESL Lab

    - National Film Board - Indigenous Peoples in Canada

Additional Information: None