



**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> 09 October, 2018
<b>School Name:</b> Penticton 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 12	<b>Grade Level of Course:</b> 12
<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 is designed for ELL students, particularly international and landed-immigrant students whose goal is a B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 12 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success in order to pursue post-secondary education.

**Goals and Rationale:**

This course will further develop skills necessary for personal and academic learning. By developing these skills, the students will be better prepared to meet the challenges of graduating in a second language. This course will give students further practice with a variety of Canadian classroom learning strategies.

**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 be able to:</i></p> <p><i>Receptive (reading &amp; listening)</i></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>● Identify keywords in text and apply <b>reading strategies</b> to find meaning</li> <li>● Connect, summarize, infer, predict, evaluate, and comprehend most reading materials</li> <li>● Connect <b>reading material</b> to personal experiences (via discussions, debates, persuasive writing, research)</li> <li>● Appreciate reading and being read to for information and pleasure</li> <li>● Develop a repertoire of strategies to aid comprehension</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>● Understand colloquial expressions, idioms, figurative language, and academic language within context</li> <li>● Structures of various <b>genres</b></li> <li>● Display <b>active listening</b></li> <li>● Interpret, analyze, and evaluate oral and media presentations</li> <li>● Understand meaning through voice, tone, and intonation</li> <li>● Take notes and summarize oral content</li> </ul>	<p><i>Students are expected to know the following at the consolidating and bridging levels of the ELL standards in preparation for post-secondary education:</i></p> <p><i>Strategies and processes to promote student growth in <b>academic language</b> in the following:</i></p> <ul style="list-style-type: none"> <li>● <b>Oral language</b> <ul style="list-style-type: none"> <li>-initiate, sustain, and conclude conversations on a wide variety of topics of personal, social, and academic interest</li> <li>-create and present a variety of oral projects in forms appropriate for different purposes and audiences</li> </ul> </li> <li>● <b>Reading</b> <ul style="list-style-type: none"> <li>-respond to a range of short fiction and non-fiction texts</li> <li>-demonstrate knowledge of English vocabulary related to classroom studies</li> </ul> </li> <li>● <b>Writing processes</b> <ul style="list-style-type: none"> <li>-write in a variety of forms for various purposes and audiences</li> <li>-arrange ideas in logical order and present them in compound and complex sentences and linked paragraphs</li> <li>-use a variety of sentence patterns and conventions of standard English</li> </ul> </li> <li>● <b>Listening</b></li> </ul>

*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

- use a range of strategies during interactions to ensure that communication continues
- synthesize and summarize information from an aural presentation

*Skills*

- organization
- **text features**
- collaborative learning
- **language learning strategies**
- **language functions**

*Genres*

- 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** or **language structures** common to the content area
- Key vocabulary, concept words, other academic words

## 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

**Academic language** – language of the classroom, of academic disciplines (science, history, math)

**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.

**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 learning strategies** – may include corrective strategies(reread), self-monitoring strategies, pre-reading strategies, or language practice strategies(rehearse phrases, visualize)

**Language functions** – ways students use language in the lesson

**Grammatical elements and Language structures** - verb tense, articles, prepositions, control of word order, plurals, etc.

## Content – Elaborations

**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, 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.

### 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 3
- *Subject Link L8 and L9* Curriculum Integration Reading Program
- *Grammar in Focus* Level 3
- *Read up 2 and 3 on Content Areas*
- *Goodbye Buffalo Bay*(A true story of life in a residential school...and of moving on) Larry Loyie with Constance Brissenden
- Leveled novels
- 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