



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD33
Developed by: ELL Metro Group; Sonja Wykpis; Cori-Anne Klassen	Date Developed: March 9, 2018
School Name: School District 33 (Chilliwack)	Principal's Name: David Manuel
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Academic Language Development 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

The student's primary language/ language of the home is not standard English. Some students may have limited or interrupted formal schooling as a result of war, poverty, patterns of migration or prior residence in remote rural settings. Other students will have minimal to limited command of and proficiency in the identified English language skill domains.

Special Training, Facilities or Equipment Required:

- An understanding of the SIOP Framework is highly recommended
- Coursework in linguistics, EAL methodology, cross cultural training/experience recommended

Course Synopsis:

Through *Academic Language Development 10*, students will develop the academic language and extend the English language skills needed to be more successful in humanities/language-focused courses. *Academic Language Development 10* 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).

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 learner 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
- develop language skills for success in required academic courses for graduation

Suggested Instructional Strategies for this unit:

The following are possible areas of focus within *Academic Language Development 10*:

- analyzing features of recount, narrative, and information reports
- using a variety of reading strategies to find information in text
- reading a variety of model texts for genre features and information
- utilizing the planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- vocabulary development exercises and grammar exercises in context
- academic language development in context
- participating in small group novel studies or reader's theatre
- engaging in group discussions and individual reflections on the cultural meanings of specific topics such as:
 - Immigration, heroes, language use, personal and cultural identities, globalization, geography and travel, relationships, education, wellness and health

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.

Links to Core Competencies:

- **Communication:**
 - Connect and engage with others (to share and develop ideas)
 - Acquire, interpret, and present information (includes inquiries)
 - Explain/recount and reflect on experiences and accomplishments
- **Positive Personal and Cultural Identity:**
 - Relationships and cultural contexts
- **Social Responsibility**
 - Contributing to community
 - Valuing diversity
 - Building relationships

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 	<p><i>Students are expected to know the following:</i></p> <p>A variety of text forms and genres</p> <ul style="list-style-type: none"> • Recount • Narrative • Information Report <p>Text features and structures</p> <ul style="list-style-type: none"> • narrative structures found in First Peoples’ texts • protocols related to the ownership of First Peoples’ oral texts • 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

<p>and syntactic signals regarding social and historical values and perspectives in texts including references to Canadian culture and physical geography</p>	<ul style="list-style-type: none"> ● grammatical elements ● intonation ● non-verbal expressions
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> ● 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 	<p>Strategies and processes</p> <ul style="list-style-type: none"> ● reading strategies ● oral language strategies ● listening strategies ● writing processes ● thinking processes

<p>Big Ideas – Elaborations</p>	
<ul style="list-style-type: none"> ● 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: <i>Text</i> and <i>texts</i> are generic terms referring to all forms of oral, written, visual, or digital communication: <ul style="list-style-type: none"> – Oral texts include speeches, poems, plays, oral stories, and songs. – Written texts include novels, articles, and short stories. – 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). 	

Curricular Competencies – Elaborations

- **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, and songs
 - Written texts include novels, articles, and short stories
 - 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)
- **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.
- **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 sub-headings, 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, ton
- **usage:** avoiding common usage errors (e.g., double negatives idioms, and word misuse)
- **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:

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)**
- **review of key concepts**
 - Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
 - Review explicit content objectives and connect 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.

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 English Language Learning (ELL) Standards (Province of British Columbia).
- The teacher conferences regularly with students to assist them in setting realistic goals/objectives 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.

Summative:

- Summative assessment may include oral presentations, projects, portfolios, and writing tasks.
- May also be measured in reference to matrices of levels of proficiency according to the English Language Learning (ELL) Standards (Province of British Columbia).
- Activities are designed to accommodate student learning styles and level of language acquisition.
- Grading follows the Student Reporting policy (Grades 10-12). It may also incorporate the methodology of mastery learning.

<p>Formative</p>	<p>Assessment for learning practical application of skills and strategies</p>	<p>teacher observation daily tasks oral participation self-assessment peer assessment reflective journal portfolios discussion</p>	<p>40%</p>
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Summative	Assessment of learning	written assignments, presentations debates tests and quizzes portfolios capstone projects	60%
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Learning Resources:

Frameworks

- SIOP (Sheltered Instruction Observation Protocol): <http://www.cal.org/siop/>
- Knowledge Framework: <http://tslater.public.iastate.edu/kf/structures.html>
- Systemic Functional Grammar - Michael Halliday
- English Language Learning (ELL) Standards 2017: <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>
- Common European Framework of Reference (CEFR) of Languages: <https://www.coe.int/en/web/common-european-framework-reference-languages/>

Teacher Professional Resources

- Julian Bamford and Richard R. Day, *Extensive Reading Activities for Teaching Language*
- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Elizabeth Coelho, *Adding English: A Guide to Teaching in Multilingual Classrooms*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*
- Jana Echevarria, MaryEllen Vogt, and Deborah J. Short, *Making Content Comprehensible for Secondary English Learners: The SIOP Model*
- Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*
- Debra J. Pickering and Robert J. Marzano, *Building Academic Vocabulary: Teacher's Manual*
- Jeff Zwiers, *Building Academic Language*

Websites

SIOP

- <https://sites.google.com/a/bayless.k12.mo.us/ms-barbeau-ell---bayless-elementary-school/ms-barbeau-ell-specialist/about-ms-barbeau/the-go-to-strategies>
- <https://ellandsiopresources.weebly.com/>

Other Online Resources

- www.empoweringells.com
- <http://www.colorincolorado.org/>
- www.everythingsl.net
- [http://www.idrinstitute.org/allegati/IDRI t Pubblicazioni/47/FILE_Documento Bennett_DMIS_12pp_quotes_rev_2011.pdf](http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/47/FILE_Documento_Bennett_DMIS_12pp_quotes_rev_2011.pdf) - The Bennet Scale of Intercultural Sensitivity

Student Resources

- Judy Cameron and Tracey Derwing, *Being Canadian (3rd Ed.)*
- National Geographic Learning:
 - Cengage, *Hampton-Brown Edge: Reading, Writing and Language (2014)*
 - *Edge* Leveled Library: adapted and language-supported texts (fiction and non-fiction)
 - *Grammar and Writing*
 - *Language and Grammar Labs*
 - Assessments
- National Geographic School Publishing – Hampton-Brown
 - *The Good Writers' Guide* (Kit)
 - *The Good Reader's Guide* (Kit)
- Mind Resources Inc., *Shakespeare Parallel Texts*
- Raymond Murphy (Cambridge), *Grammar in Use*
- Oxford, *Reel Canada: Integrated Skills through Canadian Film*
- Oxford, *Oxford Picture Dictionary* (bilingual dictionaries and leveled student workbooks: low beginning, high beginning)
- Jack C. Richards and Chuck Sandy (Cambridge), *Passages (2nd Ed.)* Book 1
- Jamestown Education – McGraw Hill Glencoe, *English Yes! Learning English through Literature* student workbooks

Additional Information: Example of a student friendly rubric for Self Evaluation

Name: _____

Date: _____

ELL: Self Evaluation of Learning and Communicating

	1 Beginning	2 Developing	3 Expanding	4 Consolidating
Interpersonal Communication (Partner/Group/Class)	I can communicate simply and directly. I usually understand others, but have difficulty keeping the conversation going myself.	I participate in conversations on familiar topics (work, travel, family, hobbies, etc.). I help keep the conversation going.	I actively participate in discussions. I understand native speakers of English and am able to explain and support my views/opinions.	I use English effectively for social and academic purposes. I express myself fluently and skillfully contribute to discussions.
Task Completion (behaviour/effort)	Few assignments are completed and/or corrected. I must take more time with the tasks and ask if I am not sure what to do.	Most assignments are completed. Some corrections are attempted, but I should work with the teacher more often.	All tasks are complete and necessary corrections done. I should extend the length and detail of my responses.	Completion of assignments is thorough and thoughtful. Corrections are made, and errors are not repeated often.
Writing Assignments	I can write simple connected text (sentences) on familiar topics, especially if I have an interest in the topic. I can write short texts about my experiences. Text may have many errors in punctuation, spelling and/or grammar that may interfere with meaning. Errors are not corrected and are often repeated.	I can write simple paragraphs that describe experiences or give explanations for opinions. I am starting to develop multi-paragraph responses to academic tasks. Writing may include several errors in punctuation, spelling or grammar that may interfere with meaning. Errors are corrected but may be repeated.	I can write clear, detailed text related to my interests and many academic tasks. I am able to develop well-organized multi-paragraph texts, particularly to support an opinion or point of view. Writing may have several spelling, punctuation or grammatical errors that do not interfere with meaning.	I can express myself in clear, well-organized text in an appropriate genre and style. I address complex subjects in an effective, logical structure. Writing may have a few spelling, punctuation or grammatical errors that do not interfere with meaning.
Reading	I read short, simple texts with familiar information and repetitive vocabulary (menus, timetables, advertisements, email, blog posts and personal letters).	I read and understand short texts with familiar topics in easily recognizable genres (articles, short stories, film review, job postings, etc.).	I read texts that express opinion. I understand some specialized articles and grade-appropriate literary texts (fiction and non-fiction).	I read long and complex texts (fiction and non-fiction). I understand literary texts of a variety of genres, including those with figurative and

				academic language.
Creativity / Critical Thinking	I can identify an issue/problem and develop a basic plan to address it with help from peers or teacher.	I can identify and solve problems by creating and following a plan. I may need help to adapt the plan.	I use a variety of information to solve problems in new ways. I am able to adjust and adapt the plan as necessary.	I gather and evaluate various sources of information to develop innovative adaptable approaches to problem-solving.

GOAL TO WORK ON: _____

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