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: ELL Metro (Burnaby, Ann Thorup: West Vancouver, Maria Yiodassis; Vancouver, Ann Stewart Hunter; Surrey, Shannon Spencer; Langley, Janis Sawatzky; Chilliwack, Sonja Wykpis; Delta, Cory Ziebarth)	**Date Developed:** March 2, 2018
School Name: School District 33 (Chilliwack)	**Principal's Name:**
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 11	**Grade Level of Course:** 11
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:

This course is designed to extend students' skills and confidence in academic tasks across the curriculum as well as the ability to apply their growing range of strategies to the four domains of language learning; speaking, listening, reading and writing. Students will continue to investigate and express understanding of Canadian culture and customs as well as gain an awareness of their own identity and cultural contributions to Canadian culture and society. Students will practice skills and strategies that will increase their proficiency and enhance their confidence in the English language. Reading and viewing materials incorporated into the course will allow students to practice a growing range of strategies, which will foster success in language, as well as academic and social interactions.

Goals and Rationale:

Students come from a variety of cultural, linguistic and academic backgrounds. 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.

This course will enable students to

- Develop language proficiency in the areas of listening, speaking, reading and writing
- Learn and apply strategies that will foster the development of the English Language and support success in required academic courses for graduation
- 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 and preserve pride in their own heritage and language while they continue to build confidence in their English Language skills.

Indigenous Worldviews and Perspectives:

The course will introduce students to the narrative structures found in First People's texts. It will also give students an awareness of protocols related to ownership of First People's oral texts.

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**
Students are expected to do the following:	*Students are expected to know the following:*
Receptive (reading and listening)	**Strategies to support independent learning**
Reading	- **Listening**
- identify keywords in **text** and apply reading **strategies** to find meaning	- **Speaking**
	- **Reading**
- connect, summarize, infer, predict, evaluate, and comprehend most **reading materials**	- **Writing**
	Stages of Cultural Adjustment
- connect reading material to personal experiences (via discussions, debates, persuasive writing, research)	- that learning takes different amounts of time for each learner
- appreciate reading and being read to for information and pleasure	- idioms, figurative language, connotations, denotations
- develop a repertoire of strategies to aid comprehension	- **pragmatic discourse**
	- learning requires exploration of one's identity
Listening	- **acculturation process**
- understand colloquial expressions, idioms, figurative language, and academic language within context	**Genres**
- display **active listening**	- structures of various genres
	- linear nature of genres
- interpret, analyze, and evaluate oral and media presentations	**Skills**
- understand meaning through voice, tone, and intonation	
	- **organization**
- take notes and summarize oral content	- **social, emotional, and metacognitive**

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

- participate in **problem-solving activities**

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

- appropriate word choice and usage according to text genres

- exhibit less evidence of literal translation in L2 output

Evaluation
- become familiar with and be able to demonstrate competency using a variety of **assessment tools and techniques**

- **text features**
- responsibility
- test-taking
- study and note-taking
- collaborative learning
- plagiarism awareness
- **writing process**

Big Ideas – Elaborations

- **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

- **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.***

- **social constructs** are the perceived cultural norms of communication (speaking, listening, reading, writing)

- **language** includes the four domains (reading, writing, speaking and listening)

- **learning strategies** allow students to access curriculum, communicate effectively, and build academic literacy

Curricular Competencies – Elaborations

- **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

- **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)

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

- **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)

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

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

- **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.

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

- **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

- **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)

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

Content – Elaborations

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

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

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

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

- **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

- **strategies:**

  - **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

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

- **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

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

Recommended Instructional Components:

- SIOP adaptations: Examples for teachers to use

  - building background knowledge
  - teaching vocabulary explicitly
  - comprehensible input
  - scaffolded interaction
  - use of first language (L1)
  - review of key concepts
  - pre-reading strategies

- Explicit instruction

- Gradual release model

- Inquiry

- Cooperative learning

- Computer assisted learning

- Project learning

- Guided practice

- Oral presentations

- Independent study

- Writing portfolios

- Multilingual approaches

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.

Formative	**Assessment for learning** practical application of skills and strategies	teacher observation daily tasks oral participation self-assessment peer assessment reflective journal portfolios	**40%**

		discussion	
Summative	**Assessment of learning**	written assignments, presentations debates tests and quizzes portfolios capstone projects	**60%**

Suggested Learning Resources:

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

Teacher Professional Resources: (this list is not exhaustive)

- *Teaching English as a Second or Foreign Language* by Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow [link
- *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings* by Jeff Zwiers and Marie Crawford [link]
- *The Art of Teaching Speaking* by Keith Folse [link]
- *Big Ideas for Expanding Minds* by Jim Cummins [link]
- *Language Assessment: Principles and Classroom Practices* by H. Douglas Brown and Priyanvada Abeywickrama [link]
- *The Teacher's Grammar of English with Answers: A Course Book and Reference Guide* by Ron Cowan [link]
- *Building Academic Vocabulary* by Lawrence Zwier [link]
- *Longman Student Grammar of Spoken and Written English* by Douglas Biber Susan Conrad, and Geoffrey Leech [link]
- How Language Works" Program
- *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* by Pauline Gibbons and Jim Cummins [link]
- *Building Academic Vocabulary* by Lawrence Zwier [link]

Resources to Aid Instruction: (this list is not exhaustive):
- Genre Study Suite - Fountas and Pinnell [link]
- Scholastic "Taking Action", "Let's Talk About", "Big Idea" series
- Adapted versions of "Anne of Green Gables", The Elephant Man (Victorian Canada) or other novels with Canadian focus
- First Peoples myths, legends and recounts

Digital Learning Resources such as: (this list is not exhaustive):

- Adobe Spark
- Seesaw
- Flipgrid
- Socrative

Websites: (this list is not exhaustive)

- 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
- www.empoweringells.com
- http://www.colorincolorado.org/
- www.everythingesl.net
- http://tslater.public.iastate.edu/kf/structures.html - Knowledge Frameworks
- https://ellandsiopresources.weebly.com/ 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

Additional Information - An example of a student friendly rubric for Self Evaluation

ELL: Weekly Self Evaluation of Learning and Communicating   Student Name:

	1 **Does Not Meet Standards**	2 **Somewhat Adequately Meets Standards**	3 **Competently Meets Standards**	4 **Proficiently Meets Standards**
Interpersonal Communication (Partner/Group/Class)	Little effort to talk to people. Conversation. Little effort to talk about topic. Little effort to speak English.	Adequate effort made to talk to people. Some effort to talk about topics. Tries hard to speak English.	Good effort to talk to people. Often starts discussion. Good effort to talk about topics. Tries very had to speak English.	Very good effort to talk to people. Often starts discussions. Very good effort to talk about topics. Excellent effort to speak English.
Practice and Marked Assignments	Assignments are mostly not done. Corrections are not done. Little effort to learn.	Assignments are mostly done. Most corrections are done. Tries hard to learn.	Assignments are complete. Corrections are done. Tries very hard to learn.	Assignments are proficiently done. Corrections are made. Tries very hard to learn.
Writing Assignments	Writing is not about the topic. Few details are given. Very little effort to use genre features. Little understanding of genre features. Many grammar problems and spelling and punctuation mistakes. Few editing mistakes are corrected.	Writing is about the topic. Some details are given but more details are needed. Some problems with genre features. Some grammar problems. Most editing mistakes are corrected.	Writing is competent and discusses the topic. Many good details support the writer's ideas. Few problems with genre features. Few grammar problems; good spelling and punctuation. Editing errors are corrected.	Writing is competent. Many good details support the writer's ideas. Writing shows good understanding of genre features. Very few grammar problems and good spelling and punctuation. All editing mistakes are corrected.
Reading	Very limited understanding. Not able to show understanding of big ideas or details.	Understands the basic meaning of texts but not deeper meaning. Understands the big ideas but doesn't understand the details. Understanding is basic without support.	Understanding of big ideas, details and meaning. May not understand subtle or complex ideas without support.	Understanding of big ideas, details and meaning. Also understands subtle or complex ideas.
Creativity / Critical Thinking	Little effort made to think about ideas creatively or critically. Very basic understanding of ideas.	Good effort made to engage with ideas creatively or critically. May need support to do this.	Good effort made to engage with ideas creatively or critically without support.	Excellent effort made to engage with ideas creatively or critically without support.

My goals for next week: _____

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

BAA Course Framework Template