



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): 33
Developed by: ELL Metro Group (Burnaby, Ann Thorup; West Vancouver, Maria Yioldassis; Vancouver, Ann Hunter; Surrey, Shannon Spencer; Langley, Janis Sawatzky; Chilliwack, Sonja Wykpis; Delta, Cory Ziebarth)	Date Developed: January 2019
School Name:	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: English Language Development 12	Grade Level of Course: 12
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 SLOP Framework is highly recommended
- Coursework in linguistics, EAL methodology, cross cultural training/experience recommended

Course Synopsis:

The course is designed for senior ELL students who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for the written components of the Literacy Assessment. Students will be introduced to the writing process and the course will reinforce the aspects of good paragraph writing and introduce students to the components of essay writing. Through the course, students will gain an awareness of their abilities and potential as writers, and an awareness of their own identity and cultural contributions to Canadian culture and society through literature. By using the skills learned, they will develop confidence in their ability to handle any writing tasks presented to them in high schools and post-secondary life.

Goals and Rationale:

Students come from a variety of cultural, linguistic, and academic backgrounds. In creating this course, the aim is to recognize that multilingual perspectives are valuable contributions to the learning community. Educational equity requires explicit instruction of language in order for ELL students to achieve academic success. Writing is the strand on which students are most heavily evaluated in high school English; therefore, this course emphasizes writing strategies and theory that will increase student understanding of the writing process. An inclusive environment occurs when teachers recognize multilingual perspectives are equal to Standard English. This course is designed for students to use their heritage and lived experiences to enhance their language awareness and further develop their academic English skills.

This course will enable students to:

- Enhance language proficiency in the areas of listening, speaking, reading and writing
- Apply and convey information for a range of academic purposes and audiences
- Critically inquire into, deconstruct, create and communicate a range of different texts
- Continue to develop an understanding and appreciation of the diversity of cultures in Canada
- Develop and preserve pride in their own heritage and language while they continue to build confidence in their academic English 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

Understanding and exploring **text genres** helps us communicate effectively and build awareness of personal and cultural identity

Valuing **multilingualism** enhances **intercultural competency** and knowledge of self

Communicating through the written form can deepen our understanding of content.

With increased proficiency in English, we can discuss and justify opinions with nuance and clarity

Language shapes ideas and influences others

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Community & Culture (<i>Valuing and building background</i>)</p> <ul style="list-style-type: none"> • Reflect on the strengths of how their home language informs their English acquisition • Explore personal values through a variety of text sources and connect to lived cultural experiences • Explore and share diverse learning experiences and processes based on student’s background • Describe and advocate for oneself by speaking, reading and writing through multimodality • Express and explain ideas, opinions and feelings • Research and choose texts that reflect their personal, social, cultural and linguistic identities • Identify common characteristics of diverse texts and themes 	<p><i>Students are expected to know the following:</i></p> <p>Community & Culture</p> <ul style="list-style-type: none"> • Language learning takes different amounts of time for individuals • Learning requires exploration of one’s identity • Acculturation process • Cultural appropriation • Implications of word choice • How English has evolved throughout Canadian history <p>Research Skills:</p> <ul style="list-style-type: none"> • Academic Honesty • Accessing, Evaluating, & Integrating Sources • Citation techniques <ul style="list-style-type: none"> ○ Global citation practices and how to use them effectively in different contexts

- Share opinions and preferences by giving varied reasons through communication with peers and community members
 - Engage others in conversation to build relationships and understanding
- Research Skills:
- Use critical thinking to develop original ideas based on supporting evidence and employing appropriate **research strategies**
 - Evaluate and uses reliable and relevant sources to judge the validity of evidence from a variety of sources to support academic **communication**
 - Demonstrate academic honesty in writing by using standard citations, quotations, paraphrases, and summaries to **acknowledge** original creators of work
 - Collaboratively and individually plan, select, and use effective investigation methods to find evidence to support their writing
 - Recognize the expected genre based on a model text or instructions to produce writing in the correct **form**
- Receptive Skills (reading, listening, viewing):
- Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs and points of view.
 - Recognize and appreciate the diversity within and across First Peoples' societies, as represented in **texts**
 - **Deconstruct**, understand, analyze, and respond to a variety of texts, including fiction and non-fiction texts, from diverse cultural viewpoints to identify the **language and structural features** of different **genres of texts**
 - Build **background knowledge** of and familiarity with diverse cultural content by linking past experiences and knowledge to current learning. (schema building)
 - Apply appropriate pre-reading, during-reading and post-reading **strategies** to comprehend written, oral, visual and multi-modal texts to guide written output and to extend thinking.
 - Demonstrate **active listening skills**
 - Evaluate the relevance, accuracy and reliability of multi-modal texts
 - Identify main ideas and details
 - Skim and scan texts for relevant information

- **Research strategies**
- Receptive Skills: Reading, Listening & Viewing
- **Reading strategies**
 - **Listening strategies**
 - **Literary devices**
 - **Text features** and structures
 - **form and function**, and **genres of texts**
 - **narrative structures found in First Peoples' texts**
 - **protocols related to the ownership of First Peoples' oral texts**
- Productive Skills:
- **Grammar and Vocabulary Strategies**
 - **Sentence, Paragraph, and Essay Structures**
 - **Genres of Writing**
- Strategies to support independent learning based on the **Ministry ELL Standards**
- Listening & Speaking
 - Meaning
 - Form
 - Use
 - Reading
 - Strategies
 - Comprehension
 - Response & Analysis
 - Writing
 - Meaning
 - Style
 - Form
 - Conventions

Productive Skills (writing, speaking, representing):

- Demonstrate a willingness to present, seek out and consider diverse, contrary or innovative views on a variety of topics
- Identify and use **literary devices** to enhance meaning
- Create texts through **joint and independent construction** with support of home language(s)
- Use a growing sense of voice, tone, & register to develop text appropriate to purpose & **audience**
- Connect ideas using a variety of cohesive devices supported by graphic organizers & models as necessary
- Use a range of **vocabulary** and expressions appropriately for academic purposes
- Express and explain ideas about personal and abstract
 - Explore how different cultures construct various **text** types
- Use a range of cohesive devices to write various **paragraph and essay forms**
- Use a range of appropriate verb tenses
- Write a variety of **sentence structures** using a range of vocabulary and expressions for social and academic purposes
- Uses **conventions** with increasing accuracy
- Uses the **writing process** to plan, draft, develop, **edit** and revise **texts** for a variety of academic purposes and authentic **audiences** and contexts
- Uses a **writing rubric** to revise and edit to improve their writing
- Demonstrates a willingness to accept and provide constructive feedback to revise and edit communications for clarity, meaning and style

Big Ideas – Elaborations

Intercultural competency is a range of cognitive, affective, and behavioural skills that lead to communicating effectively and appropriately with people of other cultures

Multilingualism – knowing more than one language enhances the understanding and acquisition of other languages

Text Genres – includes specifically knowing the narrative, descriptive, informative, expository, explanation, persuasive, technical, etc. including genres that may occur in other content areas

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).

Curricular Competencies – Elaborations

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

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

Audience: 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

Background knowledge – the social, cultural, geographic and historical context in which texts are created

Communicate using clear language that follows a conversation pattern where the speaker and listener take turns in responsive dialogue. Includes understanding rapid speech on familiar and unfamiliar topics. Students should also use variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy. Possible ideas could include interviewing community members, recording conversations with English Speakers, debates with peers, and contextually appropriate requests, etc.

Conventions Using most punctuation with increasing accuracy, using common & irregular spellings with increasing accuracy; using phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with some degree of accuracy; editing & revising essays for word choice, fragments, run-ons, & most punctuation conventions and grammatical structures; parallelism, The use of components in a sentence that is grammatically the same or similar in their construction, sound, meaning, or meter is called as **parallelism**.

Deconstruct – explicit breakdown or analysis of language and structural features according to text genres.

Diverse texts – texts that reflect a variety of languages, dialects, cultures, authors and genres

Evidence refers to supporting information to strengthen writing. It can include using personal opinions, peer-reviewed sources, and other forms of information that logically connect to the main idea.

Edit - May include revising text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons, coherence, voice, tone, audience, & purpose

English acquisition – refers to the continual learning process and development of English. Using home language is an essential scaffold for English acquisition.

Form: Within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms may include narrative, journal, procedural, expository, persuasive, explanatory, formal and informal e-mails, news article, blog, advertisements, and formal letters.

Genres of Writing Produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose. It may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing.

Joint and independent construction – part of the gradual release process of writing (modeling, using exemplars, explicit instruction)

Language and structural features – includes parts of speech, word choice, tense, nominalization, modality as well as transition words, organization and flow

Linguistic identities – refers to how students view themselves and the world through their language skills

Literary devices – may include but is not limited to: allusion, personification, metaphors, similes, alliteration, diction, irony, satire and symbolism

Lived cultural experiences – includes education, language, culture, sexual orientation and gender identity, familial and community relationships

Multimodality – visual, kinesthetic, audio, digital, written, artistic, oral etc. means of expression

Paragraph and Essay forms may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing.

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

Reading strategies: may include skimming, scanning, annotating, note-taking, inferencing, synthesizing, questioning, re-reading, predicting, making connections, drawing conclusions, etc.

Research strategies: recognizes, finds, and evaluates sources of information to be true, unbiased, relevant and reliable. Understands where to access information (library, accredited academic websites, etc.) More information can be found at Media Smarts [\[link\]](#).

Self and peer editing – includes collaborating with peers to reflect on their writing process and product which requires explicit modelling and practice

Sentence Structures Choose appropriate sentence structures to suit the purpose, audience, & style of writing.

Strategies: Predicting, inferring, questioning, paragraphing, using context clues, using text features, visualizing, making connections, summarizing, synthesizing, and reflecting.

Student's background – refers to their linguistic, literacy and educational histories and experiences

Text features: elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

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

Vocabulary Choose from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words & words with multiple meanings.

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.

Writing process: the process by which students create an effective piece of writing involving steps such as pre-writing, outlining, drafting, editing and revising, and publishing

Writing Rubric: These may include the BC Performance Standards, BC ELL Standards, etc.

Writing strategies includes pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, refers to guidelines and rubrics to produce & revise text

Content – Elaborations

Accessing, Evaluating, & Integrating Sources refers to students being able to summarize, synthesize, paraphrase, cite, and quote reputable sources that are to be evaluated before being integrated into student work.

Acculturation process – are the stages that students may experience when learning about or adapting to a new culture (may include identity shifts or culture shock). This includes being mindful that a silent period is part of the language acquisition process.

Cultural appropriation – having critical dialogue about what knowledge and stories are shared and who is sharing them. This includes the difference between being culturally responsive and using cultural elements without acknowledgement or permission.

Form and Function: Within a type of communication, the writer, speaker, or designer chooses a form based on the use and purpose (function) of the piece. Common written forms may include narrative, journal, procedural, expository, persuasive, explanatory, formal and informal e-mails, news article, blog, advertisements, and formal letters.

Genres of text: 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)

Genres of Writing Produce examples of a wider range of personal, informational, & imaginative genres (sequential explanations, factual texts, simple arguments, narratives) to suit purpose. It may be taught in the following suggested order to help scaffold students: Express and Reflect (recount, narrative, opinion), Inform and Explain, Evaluate and Judge, Inquire and Explore, Analyze and Interpret, Taking a Stance and Critiquing.

Global citation practices – includes discussion and understanding of how different cultures honour sharing of knowledge and define plagiarism. This may include dialogue about cultural appropriation as well as how, when and why to apply MLA, APA and other global citation formats.

Content – Elaborations

Grammar could include the use of negatives, irregular plurals, object pronouns, prepositions phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with increasing accuracy.

Listening strategies: Students need to listen to understand and can demonstrate this through note-taking, synthesizing, summarizing, and paraphrasing. They should also understand lecture language as cues to recognize topics, cause and effect, exemplification, compare/contrast, quantity, etc.

Literary devices – may include but is not limited to: allusion, personification, metaphors, similes, alliteration, diction, irony, satire and symbolism

Ministry ELL Standards – please refer to the Ministry ELL Standards for more information on meaning, form and use

Narrative structures found in first Peoples' texts: e.g., circular, iterative, cyclical

Paragraph and Essay Structures Provide an effective introduction, clear middle, & conclusion in a multi-paragraph composition to suit the purpose, audience, & style of writing.

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: may include skimming, scanning, annotating, note-taking, inferencing, synthesizing, questioning, re-reading, predicting, making connections, drawing conclusions, etc.

Research strategies: differentiates between the different forms of writing and evaluates between valid and invalid sources of information

Text features: elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

Sentence Structures Choose appropriate sentence structures to suit the purpose, audience, & style of writing.

Vocabulary Strategies: choose from a variety of strategies to use academic vocabulary accurately in multiple content areas.

Recommended Instructional Components:

- 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 activities, oral presentations, practical application of language skills, performance assessment, quizzes, tests, homework, projects, journaling, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according the ELL and the Provincial Performance Standards.
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.
- Peer assessment is encouraged.

Summative:

- Summative assessment may include oral presentations, projects, and in-class essays and writing portfolios.
- Activities are designed to accommodate student learning styles and level of language acquisition.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

		- teacher observation - daily tasks	
--	--	--	--

Formative	Assessment for learning practical application of skills and strategies	- oral participation - self-assessment - peer assessment - reflective journal - portfolios - discussion	40%
Summative	Assessment of learning	- written assignments, - presentations - debates - tests and quizzes - portfolios - capstone projects	60%

Learning Resources:

Short Stories

- "Sootface" - An Ojibwa Cinderella story
- "The Unwanted, Stories of Syrian Refugees" – Don Brown
- "Thank you, Ma'am" – Langston Hughes
- "Coming Home Again" - Changrae Lee
- "Yeh-Shen" - A Cinderella story from China retold by Ai-Ling Louie
- "Out on Main Street" – Shani Mootoo
- "Tales of the Inner City" – Shaun Tan
- "A Map of the City" – Madeleine Thien

Media

- "Danger of a single story" – Chimamanda Ngozi Adichie
- "Why I keep speaking up, even when people mock my accent" - Safwat Saleem

Novels

- Poet X – Elizabeth Acevado
- Diary of a Part-Time Indian – Sherman Alexie
- Everything Was Goodbye - Gurjinder Basran
- The Jade Peony - Wayson Choy
- Ayesha at Last - Uzma Jalaluddin

- The Third and Final Continent - Jhumpa Lahiri
- Ghost Boys – Jewell Parker Rhodes
- I am not your Perfect Mexican Daughter - Erika Sanchez
- Persepolis – Marjane Satrapi
- Balzac and the Little Chinese Seamstress – Dai Sijie (translated text)
- The Hate You Give - Angie Thomas
- Ru - Kim Thuy
- Indian Horse – Richard Wagamese
- American Born Chinese – Gene Luen Yang
- A Long Walk to Water- Linda Sue Park
- Home of the Brave-Katherine Applegate

Poetry

- Bone – Ysra Daley Ward
- Who among You Knows the Essence of Garlic – Garrett Hango
- “Mother to Son” – Langston Hughes
- Kicking the Habit – Lawson Inada
- Milk and Honey - Rupi Kaur
- The Sun and her Flowers - Rupi Kaur
- Even This Page is White – Vivek Shraya
- Embers: One Ojibway’s Meditations – Richard Wagamese
- Salt - Nayyriah Waheed

Teacher Resources

Supporting ELLs

- Arnett, Katy. **Access for Success: Making Inclusion Work for Language Learners**, 2018.
- Cummins, Jim and Margaret Early. **Big Ideas for Expanding Minds**, 2015.
- Echevarría, Jana, Mary Ellen Vogt, and Deborah Short. **Making Content Comprehensible for English Learners: The Siop® Model**, 2008.
- Ferlazzo, Larry and Katie Hull Sypniewski. **ELL Teachers Toolbox: Hundreds of Practical Ideas to Support Your Students**, 2018.
- Ritchart, R. M. Church and K. Morrison. **Making Thinking Visible. How to Promote Engagement, Understanding, and Independence for All Learners**, 2011.
- Staehr Fenner, Diane and Sydney C. Snyder. **Unlocking English Learner’s Potential: Strategies for Making Content Accessible**, 2017.
- Sengupta, Anuradha. “**The New Era of Young Adult Literature.**”, 2016.
- Swan, Michael, and Bernard Smith. **Learner English: A Teacher's Guide to Interference and Other Problems.** , 2001.

- Zwiers, Jeff and Marie Crawford. *Academic Conversations. Classroom Talk that Fosters Critical Thinking and Content Understandings*, 2011.
- Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*
- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
-

Writing with ELLs

- Atwell, Nancie. *Lessons that Change Writers*, 2002.
- Berkley Unified School District, "Grade Level Academic Vocabulary" [\[link\]](#)
- Biber, Douglas, Geoffrey N. Leech, and Susan Conrad. *Longman Student Grammar of Spoken and Written English*, 2002
- Cloud, N., F. Genesee and Else Hamayan. *Literacy Instruction for English Language Learners*, 2009.
- Conrad, Ronald. *Process & Practice: Composition for Canadian Students*, 2001.
- Donaldson, Chelsea. *Canadian Student Writer's Guide*, Vancouver, 2000.
- Flick, Jane, and Celia M. Millward. *Handbook for Writers*, Toronto, 1999.
- Freeman Y. and D. Freeman. *Academic Language for English Language Learners and Struggling Readers*, 2009.
- Gallagher, Kelly. *Write Like this: Teaching Real-World Writing through Modeling & Mentor Texts*, 2011.
- Gibbons, Pauline. *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, 2002.
- Oshima, Alice, and Ann Hogue. *Introduction to Academic Writing*, 2007.
- Zwiers, J. *Building Academic Language, 2nd Ed*, 2014.