Board/Authority Authorized Course Framework Template

SCHOOL DISTRICT NO. 73
(Kamloops-Thompson)

School District/Independent School District No. 73 Kamloops-Thompson	**School District/Independent School Authority Number** (e.g. SD43, Authority #432): SD73
Developed by: Peter Paravantes (Adapted from Surrey School District #36)	**Date Developed:** February 15, 2019
School Name: Sa-Hali Secondary School	**Principal's Name:** Rachel Sdoutz
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 10 B	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

- ELD 10 A

Special Training, Facilities or Equipment Recommended:

Trained in ELL methodology

Course Synopsis:

The ELD 10 B course is one in which English Language Learners ("ELLs") continue to develop their academic English. This course continues to expand upon the skills acquired in ELD 10 A which are needed in order to be successful in writing, speaking, listening, and reading competencies through a variety of text genres, registers, structures, forms, and styles. To build their competencies, students will experience language (listen, read, and study texts) from a variety of genres by studying the forms, styles, and models required to create original work, while also building their awareness of the socially constructed nature of language. This course includes elements of Canadian culture (cultural identity and First Peoples culture).

Rationale and Goals:

ELLs are continuing their language learning journey of communicative competency. While ELLs have much in common with other students, they have specific needs in the areas of language and cultural adjustment. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability. For many ELLs, their late entry into our education system requires additional support in order for them to develop more increasingly complex, sophisticated, and independent communication. In addition, explicit instruction in the cultural subtleties and nuances, as well as the social and historical context of language is most appropriate for ELLs once they have a solid foundation in the language.

Research shows that ELLs benefit from continued explicit instruction beyond the emerging level for their development of appropriate social register in multiple language domains within a sheltered academic setting. This supports their varied cultural, social-emotional and language identities.

ELLs' various learning backgrounds and experiences are an invaluable resource for all learners. ELD 10 B continues to support students' English language development while they share their histories and culture within their new communities, in addition to cultivating the expression of their critical and creative thinking.

ELD 10 B will increase students' ability to use English to demonstrate cultural communicative competence in an academic setting while utilizing their past education and life experiences. Students will reflect on their experiences— especially their learning experiences— and be able to express what they have learned, thus establishing a growth mindset for learning.

Cultural communicative competence encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media with the understanding that this can successfully be achieved in various cultural contexts.

More specifically, the goals of this course are to help students:

- develop skills and strategies to support English in order to become communicatively competent in academic English environments;
- develop an awareness that language is expressed through a cultural lens and develop strategies to be successful in a new environment;
- connect and engage with others to strengthen intercultural communication skills in ways that respect cultural identity and diverse perspectives;
- develop an understanding of how to express oneself clearly in order to present information in an organized way, in accordance with the conventions of academic English; and
- explain, recount and reflect on experiences and accomplishments.

Aboriginal Worldviews and Perspectives:

ELD 10 B shares a variety of Aboriginal Worldviews and Perspectives:

- 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 requires exploration of one's identity.
- Language and culture stresses the importance of an individual's sense of place and one's identity in the world.
- Learning involves patience and time.

Course Name: English Language Development 10 B   Grade: 10

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
Students are expected to do the following:	*Students are expected to know the following:*

Curricular Competencies

Students are expected to do the following:

Receptive (reading and listening)

Reading
- identify keywords in text and apply **reading strategies** to find meaning
- connect, summarize, infer, predict, evaluate, and comprehend a variety of **reading materials**
- connect reading material to personal experiences (via discussions, debates, persuasive writing, research)
- appreciate reading and being read to for information and pleasure
- develop a repertoire of strategies to aid comprehension

Listening
- understand colloquial expressions, idioms, figurative language, and academic language within context
- display **active listening**
- interpret, analyze, and evaluate oral and media presentations
- understand meaning through voice, tone, and intonation
- take notes and summarize oral content

Expressive (speaking and writing/representing)

Speaking
- use varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language appropriately in various social settings
- use increasingly accurate **discourse patterns** and **register**
- pronounce words to aid a listener's comprehension
- make content-based presentations
- participate in **discussions** and orally support opinions or beliefs
- use in **problem-solving strategies**

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**
- create meaningful texts through exchanging ideas, extending thinking and transforming ideas to create original texts
- express and support an opinion with evidence
- use the conventions of Canadian spelling, grammar, and punctuation with increasing proficiency and as appropriate to the context
- develop and experiment with **voice** in writing
- manipulate language for varied effects
- improve accuracy in appropriate word choice
- use information **ethically**
- exhibit less evidence of literal translation in

Content

Students are expected to know the following:

Strategies to support independent learning of the academic language domains:
- **Listening**
- **Speaking**
- **Reading**
- **Viewing**
- **Writing**
- **Representing**

Strategies to support **intercultural communicative competence**:
- language and communication are culturally dependent
- language learning takes different amounts of time for each learner
- communication has a variety of approaches influenced by one's experience and background: **pragmatic discourse**
- idioms, figurative language, connotations, denotations

Genres: Reading and Writing
- structures of various academic genres
- descriptive, informative, expository, explanation, persuasive, technical, etc.; genres that may occur across the curriculum

Skills, Strategies and Processes:
- **the writing process** across the genres
- expanded range of **linguistic features**
- **organization**
- **social, emotional, and metacognitive**
- **text features**
- studying, note-taking, test-taking
- collaborative learning
- **Canadian expectations for ethical learning** and plagiarism awareness
- **creative and critical thinking processes**

Big Ideas – Elaborations

- **text/texts**: *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:

  o   Oral texts include speeches, poems, plays, oral stories, songs or newscasts and interviews

  o   Written texts include novels, articles, short stories and adapted text

  o   Visual texts include posters, photographs, and other images

  o   Digital texts include electronic forms of all of the above

  o   Oral, written, and visual elements can be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisements, radio broadcasts)

- **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

- **cultural nuances and norms:** cultural nuances refer to the subtleties of communication unique to a culture group which are often inferred or implied, while the norms refer to communication styles and behaviors that are generally accepted to be culturally appropriate

Curricular Competencies – Elaborations

- **reading strategies:** brainstorming, skimming, scanning, visualization, defining new vocabulary, activating background knowledge, connecting

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

- **active listening:** includes understanding and awareness of the cultural aspects of listening and engaging with the speaker: eye contact, distance between speaker and listener, volume, pausing

- **speaking:** voicing an opinion, scaffolded engagement (1:1, small group, large group, 1: class), choral reading and responses, orally presenting

    o   Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples include literature circles, book clubs, blogs, and small group discussions/decision making/informal debating

    o   Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples include "show and tell," explaining a concept, sharing a Power Point presentation about a research/inquiry topic, and creating a video proposal

- **discourse patterns:** spoken language and active listening used in social-cultural contexts which help build students' BICS (Basic Interpersonal Communication Skills) and CALPS (Cognitive Academic Language Proficiency); for example: the difference between formal and informal speech and when to use each

- **register:** a speaker/writer's level formality dependent upon the audience, situation and/or culture

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

- **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. First Language discourse patterns may differ between cultures and English discourse patterns need to be explicitly taught

- **writing strategies:** accessing background knowledge, brainstorming, webbing, using graphic organizers, drafting, revising, editing (peer and self)

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

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

- **ethically:** defines appropriate citations (e.g. bibliography, work cited, textual referencing), learns and uses appropriate paraphrasing techniques, understands plagiarism and how to avoid it

- **assessment tools and techniques:** using and/or creating assessments for self-assessment or peer-assessment (e.g. 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 (e.g. 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)

Content – Elaborations

- **listening:** includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, questioning, etc.

- **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, intonation, pausing, etc.

- **viewing:** refers to the ability to view and understand a range of visual or graphic communication

- **writing:** refers to organizational planning for writing structures, grouping ideas, note taking, elaborating, summarizing, inferring, and imagery

- **representing:** refers to the ability to communicate one's understanding through a variety of techniques

- **intercultural communicative competence:** the ability to communicate effectively in various cultural contexts

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

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

- **linguistic features:** morphology, phonology, pragmatics, syntax, semantics

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

- **social, emotional, and metacognitive:** refers to the abilities, skills, strategies and understandings that enable collaboration with others; for example: 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

- **text features:** elements of the text that are not considered part of 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

- **Canadian expectations for ethical learning:** helping students learn and understand intellectual honesty

- **creative and critical thinking processes:** being able to synthesize, analyze, evaluate, translate/relate, inquire, etc.

Recommended Instructional Components:

The teacher will design instructional strategies that:
- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others;
- acknowledge the social nature of learning;
- tailor flexible groupings to enhance engagement and learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- differentiate content, processes, and products;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge;
- build vocabulary across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer-assessment;

- inspire and stretch student thinking;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching; and,
- make learning visible, open, and transparent.

Frameworks:
- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework
- Systemic Functional Grammar - Michael Halliday
- TPRS (Teaching Proficiency through Reading and Story-telling)
- 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
- explicit vocabulary instruction
  - 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), 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
- review of key concepts
  - Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
  - Supply comprehensive review of key content concepts: review content directly related to objectives 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)

Recommended Assessment Components:

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:
- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

THE TEACHER WILL:
- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Teacher Professional Resources:

- Doug Buehl, *Classroom Strategies for Interactive Learning*
- Jim Cummins & Margaret Early, *Big Ideas for Expanding Minds*
- Pauline Gibbons, *Scaffolding Language, Scaffolding Learning*
- Debra J. Pickering and Robert J. Marzano *Building Academic Vocabulary: Teacher's Manual*
- Jeff Zwiers, *Building Academic Language*
- The Bennet Scale of Intercultural Sensitivity

Digital Resources:

- 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
- Knowledge Frameworks http://tslater.public.iastate.edu/kf/structures.html
- SIOP Resources https://ellandsiopresources.weebly.com/