



SCHOOL DISTRICT NO. 73  
(Kamloops-Thompson)

# Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> School District No. 73 (Kamloops-Thompson)	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD73
<b>Developed by:</b> Peter Paravantes (Adapted from Surrey School District #36)	<b>Date Developed:</b> January 18, 2019
<b>School Name:</b> Sa-Hali Secondary School	<b>Principal's Name:</b> Rachel Sdoutz
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> English Language Development 10 A	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

## Board/Authority Prerequisite(s):

None

## Special Training, Facilities or Equipment Recommended:

Trained in ELL methodology

## Course Synopsis:

The ELD 10 A course is one in which students develop their academic English. This is done in a sheltered environment which meets the specific cultural needs of English Language Learners (“ELLs”). In this course, students grow their knowledge and skills for academic communication in English through explicit vocabulary, reading, writing, speaking, and listening. ELD 10 A builds a bridge between students’ previous learning, their personal and social identities and relationships, and the new cultural setting within which they are now interacting.

## Rationale and Goals:

All students, regardless of their age, language or cultural background, require 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 development and cultural adjustment. For many ELLs, the change in their situation requires additional support to help them develop more increasingly complex, sophisticated, and independent communication. During the initial stages of cultural adjustment, the ELL sheltered classroom and ELL teacher provide the socio-emotional support for students’ late-entry into our education system. Research shows that ELLs who receive explicit instruction for their language development achieve greater long-term success.

ELD 10 A enables the English language learners 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
- understand aspects of methodology and curriculum that differ from their previous experiences
- develop an understanding and appreciation of cultural differences and similarities
- gradually integrate into regular courses according to the student's interests, strengths and required academic courses for graduation

**Aboriginal Worldviews and Perspectives:**

ELD 10 A incorporates 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 A      **Grade:** 10

**BIG IDEAS**

A belief in one’s <b>abilities</b> enables growth	Language is expressed differently based on <b>cultural contexts</b>	Language is a <b>social construct</b> that must be explicitly taught	Effective communication comes from an understanding of <b>language</b>	<b>Learning strategies</b> provide greater likelihood of academic success
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**Learning Standards**

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing) in increasingly <b>academic language</b></p> <ul style="list-style-type: none"> <li>● Identify the language structures and features used in the role of storytelling and oral tradition, including First Peoples’ perspectives, values, beliefs, and points of view</li> <li>● Access information for diverse purposes and from a variety of sources to construct meaningful personal connections between self, text, and world</li> <li>● Recognize and demonstrate how various forms, genre structures and features of texts reflect a variety of purposes, audiences and messages</li> <li>● Apply appropriate <b>strategies</b> to comprehend written, oral, visual, and <b>multimodal texts</b></li> <li>● Identify and demonstrate how different <b>forms, formats, structures, and features of texts</b> enhance and shape meaning and impact</li> <li>● Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>● Understand the subtle, social or <b>cultural nuances</b> of language, and how it</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Stages of Cultural Adjustment</b></p> <ul style="list-style-type: none"> <li>- people new to a country go through different stages of cultural adjustment</li> <li>- learning requires exploration, self-reflection, and honouring of one’s identity and culture</li> <li>- <b>acculturation processes</b></li> </ul> <p><b>Oral language structures as built through</b></p> <ul style="list-style-type: none"> <li>● Recount</li> <li>● Narrative storytelling</li> <li>● Information Report               <ul style="list-style-type: none"> <li>○ describing</li> <li>○ classifying</li> <li>○ comparing</li> </ul> </li> <li>● First Peoples’ oral traditions</li> </ul>

<p>constructs personal and <b>cultural identities</b></p> <ul style="list-style-type: none"> <li>● Use a basic understanding of how English linguistic structures function to create meaning</li> <li>● Engage in a variety of text forms and genres to identify grammatical and syntactic signals regarding social and historical values and perspectives in texts including references to Canadian culture and physical geography</li> </ul> <p>Create and communicate (writing, speaking, representing) in increasingly academic language</p> <ul style="list-style-type: none"> <li>● Identify ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking</li> <li>● Demonstrate a basic understanding how to identify who the speaker is, their message (perspective/value) and the purpose</li> <li>● Develop and <b>refine texts</b> to develop understanding of genre</li> <li>● Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li> <li>● Use <b>writing and design processes</b> to plan, draft, develop, and create texts for a variety of academic purposes and <b>authentic audiences</b></li> <li>● Develop and use increasingly academic language to identify, create, and share ideas, feelings, opinions, and preferences with evidence and logic</li> <li>● Develop and expand ability to use conventions of Canadian spelling, grammar, and punctuation as appropriate to the context, including <b>acknowledgements and citations</b></li> </ul>	<p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>● text forms, features and <b>functions</b> of specific <b>genres</b> (e.g. patterns of nonfiction vs. fiction)</li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>● linguistic elements</li> <li>● grammar</li> <li>● elements of style</li> <li>● usage and conventions</li> <li>● literary elements</li> <li>● figurative language</li> <li>● intonation and register</li> <li>● non-verbal expressions</li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>● organization</li> <li>● multilingual connections</li> <li>● reading strategies</li> <li>● oral language strategies</li> <li>● listening strategies</li> <li>● writing processes</li> <li>● creative and critical thinking processes</li> <li>● social, emotional, and metacognitive skills and strategies</li> </ul>
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<p><b>Big Ideas – Elaborations</b></p> <ul style="list-style-type: none"> <li>● <b>abilities:</b> students will be able to make language connections between their first language(s) 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 positive growth mindset</li> <li>● <b>cultural contexts:</b> awareness of language features (expressions, idioms, figurative language, pragmatic discourse, acculturation, etc.) promotes successful language learning; <i>learning requires exploration of one’s identity.</i></li> <li>● <b>social constructs:</b> the perceived cultural norms of communication</li> <li>● <b>language:</b> the six domains (reading, writing, speaking, listening, viewing, and representing)</li> <li>● <b>learning strategies:</b> the processes that enable students to access curriculum, communicate effectively, and build academic literacy with an increasing level of independence</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>text/texts:</b> <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"> <li>○ Oral texts include speeches, poems, plays, oral stories, songs or newscasts and interviews</li> <li>○ Written texts include novels, articles, short stories and adapted text</li> <li>○ Visual texts include posters, photographs, and other images</li> <li>○ Digital texts include electronic forms of all of the above</li> </ul> </li> </ul>
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- Oral, written, and visual elements can be combined (e.g. in dramatic presentations, graphic novels, films, web pages, advertisement, radio broadcasts)
- **academic language:** the academic English needed by students to be successful in schools where English is the primary language of instruction; it is the language used to express ideas and thoughts across content areas. Academic English can be oral and/or written language, and it is of a more succinct and formal register.
- **strategies:** refers to the planned approaches efficiently employed to increase comprehension (e.g. making predictions, asking questions, determining importance, drawing conclusions, etc.)
- **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, postmodern picture book, close-captioned film)
- **forms:** during communication, the writer, speaker, or designer chooses a form based on the purpose. This can be as specific as how one uses a verb, noun, preposition, etc. or as broad as a genre including narratives, journals, procedural/expository/explanatory writing, news article, e-mail, blog, advertisements, poetry, novel, letter, etc.
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, etc.
- **structures:** refers to the way text is organized (e.g. cause/effect, compare/contrast, order of importance, chronological sequence, problem/solution, cyclical, etc.)
- **features of texts:** elements of the text are not considered the main body including:
  - text navigational aids (e.g. table of contents, index, glossary, bibliography, hyperlinks, titles, headings and subheadings, 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
- **cultural nuances:** the subtleties of communication unique to a cultural group that are often inferred or implied
- **cultural identity:** the sense of self and belonging created by living and connecting with a unique cultural group
- **refine texts:** use techniques to edit and refine text according to a genre's function and format using verbs effectively, using repetition and substitution for effect, attaining parallelism, adding modifiers, varying sentence types, etc.
- **speaking and listening skills:**
  - the ability to employ strategies associated with speaking skills may include the conscious use of emotion, pauses, inflection, silence, and emphasis according to context
  - the ability to employ 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, etc.
- **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
- **authentic audiences:** students expand their understanding of the range of real world audiences, including 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

## Stages of Cultural Adjustment

- Stage 1 “The Honeymoon”
- Stage 2 “Frustration/Cultural Confrontation”
- Stage 3 “Cultural Adjustment and Adaptation”
- Stage 4 “Acceptance/Home”

- **acculturation processes:** the stages that students may experience when learning and adapting to a new culture
- **First Peoples’ oral traditions:** e.g. circular, iterative, cyclical
- **text feature:** elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, keywords, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes
- **structures:** how text is organized
- **functions:** the purpose of the language form in its position (e.g. a gerund is in the form of a verb, but has the **function** of a noun)
- **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
- **linguistic elements:** morphology, phonology, pragmatics, syntax, and semantics
- **grammar:** how syntax, semantics and morphology work together to create conventional accuracy (e.g. verb tense, prepositions, variety of sentence types, plurals, etc.)
- **elements of style:** stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone, etc.
- **usage:** accurate application of language (e.g. collocations, avoiding double negatives, idioms, word misuse, etc.)
- **conventions:** common practices in standard punctuation, capitalization, Canadian spelling, quoting and citing
- **literary elements:** plot, characterization, theme, setting, prologue, etc.
- **figurative language:** use of idioms, metaphors, and other expressions that cannot be translated literally
- **register:** a speaker/writer’s level formality dependent upon the audience, situation and/or culture
- **organization:** includes time management, preparedness (including binders, lockers, travelling), planning for the writing process, scheduling for deadlines
- **multilingual connections:** use of first language (and any additional languages present), cognates, and translation to develop English comprehension
- **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 pronunciation, enunciation, 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, recounting, following 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
- **creative and critical thinking processes:** synthesis, analysis, evaluation, translation/ability to relate, inquire, etc.
- **social, emotional, and metacognitive skills and strategies:** refers to collaborating with others, using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision making, and using self-regulation skills to be successful in the classroom and gain independence as a language learner with a positive growth mindset

## 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

## 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.

## Learning Resources:

### 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 including thumbs-up/down, numbered wheels, small dry-erase boards, 5-finger show and self-assessment
- pre-reading strategies
  - SQP2RS (survey, question, predict, read, respond and summarize), scanning, skimming, previewing text, T.H.I.E.V.E.S. (title, headings, introduction, every first sentence, visuals/vocabulary, end of chapter questions, summarize)

### Teacher Professional Resources:

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

**Resources to Aid Instruction:**

- 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 (this list is not exhaustive):**

- Adobe Spark (Application)
- Seesaw (Application)
- Flipgrid (Application)
- Socrative (Application)