



Board/Authority Authorized Course: Welcome to Kamloops – Language Acquisition through Community and Physical Activity

School District/Independent School Authority Name: School District No. 73 (Kamloops-Thompson)	School District Authority Number: SD73
Developed by: Rob Doherty	Date Developed: May 29, 2020
School Name: Kamloops-Thompson SD73 International Student Program	Principal's Name: Kent Brewer
Superintendent Approval Date (for School Districts only): Click or tap here to enter text.	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: Click or tap here to enter text.	Board/Authority Chair Signature: Click or tap here to enter text.
Course Name: Welcome to Kamloops - Language Acquisition through Community and Physical Activity	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Enrolment in the Kamloops-Thompson SD73 International Student Program

Special Training, Facilities or Equipment Required:

Multiple facility rentals and event coordination required throughout Kamloops and region

Course Synopsis:

This course has been developed to support and encourage ISP students to authentically advance their English Language acquisition through participation in community-based activities, enhance global intercultural awareness and to compare their native country to the richness and diversity of Canada through these defined activities as well as interaction within the Kamloops region. This will also allow students to become more aware of Canadian culture, inclusive of Indigenous culture and history.

Through this learning, ISP students will focus on building reading comprehension, compositional skills and speaking and listening skills. Physical activity and student wellness are essential components of this course

Goals and Rationale:

All students new to the Canadian school culture and society, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest.

This class was designed to:

Gain the confidence in understanding the cultural norms and ways of Canada and Canadian society



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Prepare students for integration into Canadian High School;

Assist students in their preparation for graduation and beyond;

Develop and maintain a sense of self-worth and pride of heritage;

Become familiar with Aboriginal history and current events;

Introduce students to their Canadian environment through field trips, activities and authentic learning.

Encourage students to compare, read, listen, write and analyze their and other's opinions and thoughts about Canadian and global topics including Aboriginal Worldviews and Perspectives;

Understand that learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, relationships and sense of place);

Understand that learning involves community;

Maintain a healthy level of physical activity and peer interaction.

Aboriginal Worldviews and Perspectives:

Acknowledgement that we are on the Secwepemc territory and land of the Secwepemc People: Secwepemcúl'ecw yi7élye ell, re tmicws re Secwepemc n7élye. School District No. 73 (Kamloops-Thompson) acknowledges that we reside in Secwepemcúl'ecw and recognizes the Secwepemc as the keepers of their traditions and knowledge. It is important for international learners to be aware of and increase their understanding of the aboriginal history and its rich legacy in Kamloops and surrounding SD73 communities.

The ISP's Welcome to Kamloops Language Acquisition Course (this course) has aligned learning outcomes and curricular goals to the Ministry of Education's Diversity in BC Schools Framework. This course will provide conditions that foster success for all students, including:

District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities that the District serves;

School cultures that promote understanding of others and respect for all;

Learning and working environments that are safe, welcoming and free from discrimination, harassment and violence;

Decision-making processes that give a voice to all members of the school community; and,

Policies and practices that promote fair and equitable treatment of all learners.

Also, in accordance and alignment with the stated priorities of the Ministry's Aboriginal Education Branch, The ISP's Program recognizes that its learners are its future. Therefore, this course will strive to "support all students in their learning about Aboriginal peoples."



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We are committed to aligning with the District Strategic Plan Priorities; especially:

Honouring the First Peoples Principles of Learning (FPPL) and honouring Aboriginal worldviews and perspectives;

Fostering an inclusive, adaptable and accountable District culture;

Strengthening partnerships to enrich the way in which we lead, learn and work.



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Big Ideas

Successful Transition to Canadian High School and Community from Home Country	Authentically advance English Language acquisition through participation in community-based activities	Enhance global Intercultural awareness and Intercultural competencies	Develop a greater sense of community	Engage physically, socially and emotionally through physical activity and interactions with fellow students
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Enhance their skills in transitioning to a new country, city, home and school</p> <p>Comprehend and connect (reading, listening, viewing) in increasingly authentic English language</p> <p>Create and communicate (writing, speaking, representing) in increasingly authentic English language</p> <p>*Authentic English language acquisition is defined as learning conversational, colloquial English in a less academic setting</p> <p>Compare and contrast their experiences and day to day life from a student's home country to Kamloops and how the similarities and differences are defining global interculturalization</p> <p>Understand the meaning of, and all the attributes that go in to, developing a sense of community</p> <p>Engage in all forms of activities that embrace physical well being, social connectedness and emotional support in being an active member of a peer group</p>	<p><i>Students are expected to know the following:</i></p> <p>Students will become active residents of Kamloops, as well as thought leaders in a globalized world and become equipped with the skills, knowledge, and high standards necessary for both academic and community living success.</p> <p>Stages of Cultural Adjustment:</p> <p>People new to a country go through different stages of cultural adjustment;</p> <p>Learning requires exploration, self-reflection, and honouring of one's identity and culture; and,</p> <p>Acculturation process.</p> <p>Oral language structures inclusive of indigenous oral traditions:</p> <p>Text features and structures;</p> <p>Language features, structures, and conventions Strategies and processes;</p> <p>All forms of language development in authentic community events, activities and interactions.</p> <p>The components of culture and how cultural identity influences the lens by which one views the world.</p>



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Who and what makes up the Canadian culture, both historically and currently, and how patterns of culture develop over time.

The importance of respect in establishing and maintaining a cohesive society/community, and to recognize the issues that are historic, current, and emergent within the local political environment inclusive of local Aboriginal partnership strengths and challenges.

Global indigenous peoples have similarities and differences in perspective.

Researching and exploring aspects of Indigenous Communities include topics and actions such as:

Self Governance;

Indigenous Rights and Title;

Differences between Hereditary Chiefs and Elected Chief and Council;

Face to face meeting and discussion with Local Chief and Council.

The basic life skills involved in the acquisition and appreciation for health and fitness as it pertains to the life-long learning model and the benefits from a social and emotional well-being perspective.



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Big Ideas – Elaborations

Welcome to Kamloops is a course that is an immersive experience that will enhance the overall participation of our ISP student enrolment in community, Kamloops and Traditional Territories, and physical activities. This involvement will provide authentic English language acquisition and cultural learning opportunities while supporting the physical, social and emotional well being of our international students.

Curricular Competencies – Elaborations

Big Idea – Successful Transition to Canadian High School and Community from Home Country

In cooperation with TRU and the MIND UP project a series of modules will be delivered to support the transition to Kamloops and to Canadian high school.

Students will be able to:

- Transition to living in Kamloops
- Find community resources to meet every day needs in Kamloops
- Strengthen self-awareness and confidence in personal abilities and success
- Promote high ambition and demonstrate preparedness for academic and career excellence
- Define academic and professional goals and map out a comprehensive plan to achieve these goals
- Develop a consistent, individualized approach to school preparation and personal growth
- Identify the value of attaining success in one's education
- Access resources and services required to support learning
- Discuss ways being successful in school will have a positive impact on their career and life choices

Big Idea – Authentically advance English Language acquisition through participation in community-based activities

Working from and following guidelines of the Centre of Canadian Language Benchmark publications, English language acquisition will thread through all activities.

Abilities: students will be able to make language connections between their first language(s) and English;

Cultural contexts: awareness of language features (expressions, idioms, figurative language, pragmatic discourse,

acculturation, etc.) promotes successful language learning;

Social constructs: the perceived cultural norms of communication;

Language: the six domains (reading, writing, speaking, listening, viewing, and representing);

Learning strategies: the processes that enable students to access curriculum, communicate effectively, and build academic literacy in authentic, conversational situations;

Big Idea – Enhance global Intercultural awareness an Intercultural competencies

Comparison of students personal culture and the culture of Canadians;

Explain the components of culture and to demonstrate an understanding of how culture is developed and influences society;

Develop appreciation, empathy and respect for diversity and differing perspectives within Canadian culture;

Understand the role of Canada in the world: historically and currently.

Big Idea – Develop a greater sense of community

Develop awareness and connections between community and quality of life;

Understand the importance of friendships and family in the lives of people who live with a disability;



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Identify circles of support in personal life;
Consider the dynamics which underpin friendship;
Plan, develop and evaluate effective strategies for building community presence and contribution;
Demonstrate strategies used to link individuals with community;
Recognize opportunities for and barriers to friendship and family involvement;
Recognize potential areas of competing values.

Big Idea – Engage physically, socially and emotionally through physical activity and interactions with fellow students

Increased physical activity and peer engagement has the potential to enhance the students' abilities to:
Having a sharper mind;
Raising self esteem;
Enhancing sleep patterns;
Having more energy; and,
Developing stronger resilience.

Physical activity can also have a positive influence over minor symptoms of depression, anxiety and stress. The simplistic goal is to have an International student leave the comfort of their home and bedroom to engage in healthy, interactive community pursuits.

Content – Elaborations

It is expected that students will participate in physical activities as well as culturally rich and locally developed field trips to learn more about Kamloops, the natural environment, the historical past, cultural identity and social norms.

Examples:

Tsutswecw Provincial Park Story Trail
Downtown Historical walk and Xget'tem Trail
Local museums; Secwepemc Museum and Kamloops Museum
Kamloops Indian Residential school
Quaaout Lodge
Kenna Cartwright nature walk

In addition to regular yearly activities:

Welcome BBQ and Outdoor games
Kamloops Blazers Hockey Game
Victoria/Vancouver Trip Student cost
Halloween Dress Up/KTV Night (Karaoke TV Night)



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Content – Elaborations

University Basketball games
Bowling at Falcon Lanes
Curling at the Kamloops Curling Club
Ski/Snowboard lessons at Sun Peaks
Seniors care and Christmas Decorating
Student Dance
McQueen Lake Day Centre
Ice Fishing at Walloper Lake
Sun Peaks Ski/Snowboard lessons
University Volleyball
Snow-tubing at Harper Mountain
KTV(Karaoke) night
March ISP Activity-Kamloops Blazer Hockey Game
Banff/Rocky Mountains trip
Rock Climbing at Cliffside Gym
Sport Games and Dinner
Wells Gray Park Scenic Tour
Tennis Lessons at Kamloops Tennis Club
Kamloops Wildlife Park Tour
"Learn to Fish" Program with BC Fisheries
Hiking and BBQ at Paul Lake

Recommended Instructional Components:

Direct Instruction
Demonstrations
Experiential Learning
Reflective Writing

Recommended Assessment Components:

Ensure alignment with the [Principles of Quality Assessment](#)

Reflection Journals
Peer Assessment
Self Assessment
Presentations of Learning

Learning Resources:

Covey, S. (2011). The 7 habits of highly effective teens. Simon and Schuster. Page, C. (Ed.). (2018). Adaptations from University 101: Study, Strategize and Succeed. Kwantlen Polytechnic University.
Kondrashov, O. (Ed). (2020). Welcome to Kamloops: Tips for newcomers. Thompson Rivers University
48 Hours of Indigenous Culture, Tourism Kamloops
<https://www.kamloops.ca/our-community/about-kamloops/history>
BC First Nations Land, Title and Governance Teacher Resource Guide (2019) – First Nations Education Steering Committee FNEESC
Centre for Canadian Language Benchmarks (2019) PBLA Practice Guidelines, Ottawa ON
Centre for Canadian Language Benchmarks (2012) Support Kit, Ottawa, ON



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Centre for Canadian Language Benchmarks (2017) PBLA Pilot Socializing with Friends, Ottawa, ON
<https://www.uvic.ca/coopandcareer/career/build-skills/intercultural/index.php> - Developing Intercultural Competencies

<https://www.edcan.ca/articles/developing-intercultural-competence/>

<https://bccie.bc.ca/news/intercultural-competence-is-essential-in-internationalizing-classrooms/>

<https://idiinventory.com/> Intercultural Competence Using the IDI

<https://www.edutopia.org/blog/4-approaches-building-positive-community-any-classroom-maurice-elias>

<https://www.kellymagazine.ca/blog/building-a-sense-of-belonging-through-community>

Fitness for Life Canada – LeMasurier, Corbin, Baker, Byl

<https://phecanada.ca/activate/qdpe> Quality Daily Physical Activity

Additional Information:

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