



## BAA Course: ESL Learning Strategies 10

**District Name:** Cowichan Valley

**District Number:** 79

**Developed by:** Karen Kloske, Sue Robinson

**Date Developed:** January 26, 2004

**Schools Names:** Frances Kelsey Secondary, Cowichan Secondary, Lake Cowichan Secondary, Chemainus Secondary, Cowichan Adult Learning Centre

**Principal's Name:** Mr. Al MacLeod, Mr. Eric McMahon, Mr. Pat Duncan, Mr. Dave Betts, Mrs. Marg Davis, Mr. Doug Moss

**Board/Authority Approval Date:** March 3, 2004

**Board/Authority Signature**     *B. Klose*    

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**Course Name:** ESL Learning Strategies 10

**Grade Level of Course:** 10

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

- Recommend a teacher with minimum TESL Level 1 Canada (minimum 100 hours plus practicum) as well as ESL teaching experience.
- Computer component
- Designed to be taught in a closed ESL classroom

**Course Synopsis:**

ESL Learning Strategies 10 is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, research and write successfully in English at the grade 10 level. The course will include an introduction to reading strategies, research skills, and writing activities necessary for academic success.

**Rationale:** This course has been developed to enable students who have recently arrived in Canada to develop skills necessary for personal and academic learning. By developing these skills, the students will be better prepared to meet the challenges of graduating in a second language. This course will also introduce students to a variety of Canadian classroom learning strategies.

**Organizational Structure:** [units, topics, modules]

Unit/Topic	Title	Time
Unit 1	Learning Styles	20
Unit 2	Reading Strategies	30
Unit 3	Research Skills	30
Unit 4	Writing Skills	40
Total Hours		120

**Unit/Topic/Module Descriptions:**

Unit 1 Learning Styles 20 hours

Students are required to expand their English communication skills, and cultural knowledge of typical Canadian forms of learning styles.

It is expected that the students will:

- Demonstrate adaptation to some key teacher expectations and school routine
- Respond appropriately in most teaching and learning situations
- Demonstrate understanding of and respect for the wide variety of learning styles
- Demonstrate flexibility as learners in different teaching and learning situations
- Use a range of strategies during interactions with native English speakers to ensure the communication continues; e.g.. requesting clarification, repetition, rephrasing.

Unit 2 Reading Strategies 30 hours

Students are required to read a variety of informational and literary texts for different purposes, using a range of reading strategies effectively.

It is expected that the students will:

- Respond to a range of short fiction and non-fiction texts, using a variety of strategies
- Choose reading materials for study and personal enjoyment, with teacher guidance
- Demonstrate knowledge of English vocabulary related to classroom studies
- Read texts with familiar content or vocabulary using a variety of reading strategies
- Choose appropriate resources from pre-selected materials for use in teacher directed assignments

### Unit 3 Research Skills

30 hours

Students are required to collect, organize and interpret data related to research questions on a variety of topics, using oral, print, other media and electronic texts.

It is expected that the students will:

- Locate information in the school library and in textbooks using print and electronic sources, as well as table of contents, glossaries and indexes
- Scan simple texts for specific details and to answer research questions
- Interpret factual information from graphs, charts and tables
- Classify information from oral and written texts into given categories, using graphic organizers; e.g. charts, maps, webs.
- Relate visuals to written text; list key information and details
- Synthesize previously organized information into oral and written summaries using language structures to make appropriate transitions; e.g. all together, in general, in short.
- Develop oral and written reports based on interpretations of given information
- Structure cohesive essays or reports, each having references and a bibliography

Students will develop the writing skills required for success in all subjects.

It is expected that the students will:

- Write in a variety of forms for various purposes and audiences; e.g., expository, narrative, descriptive, and scientific
- Use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization
- Arrange ideas in logical order and present them in linked sentences and simple paragraphs using a variety of subject content
- Use a variety of sentence patterns and conventions of standard English with some accuracy in written work
- Summarize writing ideas using graphic organizers, e.g., webs, Venn diagrams, brainstorming.

**Instructional Components:** will include, but not be limited to:

- Direct Instruction
- Group instruction
- Self paced learning
- Modeling
- Role-playing
- Brainstorming
- Peer analysis of student work
- Cooperative group learning
- Journal writing
- Individual and group projects

**Assessment Component:**

The assessment of individual students in the ESL Learning Strategies 10 demands a variety of evaluation techniques.

• Active participation in reading activities	15 %
• Active participation in research activities	15%
• Completion of projects	20%
• Self evaluation of Writing	10%
• Completion of Journal and writing activities	20%
• Testing of material taught in class	20%
<b>Total</b>	<b>100%</b>

**Learning Resources:**

Will include, but not be limited to:

• Internet	
• Library resources	
• Understanding and Using English Grammar	Betty Azar
• Fundamentals of English Grammar	Betty Azar
• Academic Writing Skills	Ranka Curcin
• Academic Reading Skills	Ranka Curcin
• Inside Writing: A Writer's Workbook	William Salomone
• Making the Grade	David Wood