



Board/Authority Authorized Course: **ELL 2: Expanding**

School District/Independent School Authority Name: Cowichan Valley	School District/Independent School Authority Number: SD 79 Cowichan Valley
Developed by: Margaret Carmichael, Wendy Grymaloski and Cowichan Valley ISP teachers	Date Developed: April 2019
School Name: International Student Program	Principal's Name: E. Gamble
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: BAA ELL 2: Expanding	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 100
Course Category: English Language Learning	Course Code: YESFL-OC

Board/Authority Prerequisite(s):

There are no pre-requisites for this course. However, the course is intended for:

- Students who are at least approaching the Expanding (3) level according to the performance standards established by the Ministry of Education for English as a Learned Language in the four areas of Receptive Oral Language, Expressive Oral Language, Reading, and Writing

- At a minimum, students should be able to recognize and use most of the 1000 most common words of English, as identified by the Oxford ESL List

Students appropriate for this course are:

- International students or students who are new Canadians and whose first language is not English
- Students who are new to the British Columbia school system
- Students who are initially assessed in Receptive Oral Language, Expressive Oral Language, Writing and Reading at a level approaching the Expanding (3) [ELL](#) Proficiency level
- Students who have are familiar with the first 1000 words of English, according to the Oxford ELL Word Lists, and ready to move beyond this level
- Students who have a discrepancy in achievement between reading, writing or oral language where one or more of these areas is significantly below the Consolidating (4) level

However, reading and writing are not the only indicators of appropriate placement, as this course will also address cultural literacy familiarity with learning strategies, and comfort within the ELL classroom.

Special Training, Facilities or Equipment Required:

Special Training: It is recommended that the teacher have at least a TESOL course (100 hours plus practicum) ELL teaching experience, or university courses in linguistics.

Facilities: This course is designed for a regular classroom.

Equipment: a computer, Internet connectivity, and a projector are needed. Tablets for student use are also desirable to reduce personal phone use during class time.

Course Synopsis:

This course is designed for [ELL](#) students, particularly international and landed-immigrant students to practice and improve English oral language (listening and speaking), reading, and writing; to teach students learning strategies and skills to further develop metacognitive and academic literacy useful in all subject areas; and to develop a deeper understanding of Canadian culture in relation to their own culture. Students who successfully complete this course would ideally transition to SD79 BAA ELL 4: Consolidating, and then into a fully integrated secondary school English Language Arts program.

Goals and Rationale:

This course is intended for students who have a “survival” level of English upon arrival, or who have been successful in BAA ELL 1: Developing. Students should be at the upper end of Level 2 or the lower end of level 3 at the beginning of the course.

Students new to Canada arrive with varying degrees of English proficiency. Every student has a unique knowledge base upon arrival in our school program and therefore needs to be placed in a class based on **zones of proximity**, where he or she can show growth and skill mastery in English as a Learned Language, rather than against uniform standards of grade level achievement intended for native English-speaking students who have been in the system for many years. It is designed for a small, diverse ELL group of students, with a variety of abilities and learning needs. The learning environment for this course must be warm, inviting, and safe, where students are free to listen, speak, read and write at their own level within their individual **zones of proximity**.

Effective communication is essential not only to students’ academic progress but to their social integration into the Canadian school system. Using the power of connectedness, reciprocal relationships and a sense of place, students experience meaningful guided practice. As this course unfolds, students work to improve oral language (listening and speaking), reading, and writing and will make progress and be measured on the BC Secondary English Language Learning Standards level 1-5 (Beginning, Developing, Expanding, Consolidating, and Bridging) document. Providing a special place and additional time for students to focus and reflect on where they are and where they need to be will help students with their English language acquisition.

In addition, students new to Canada will experience a very different educational environment, and many of the common techniques used in Canadian classrooms, including group work, class discussion, and student-led evaluation and practice, may be new to them. Teaching and practicing study and learning skills in a small group setting and in the presence of other ELL students will help them make the transition to the integrated regular classroom.

Students in the International Program come from a variety of different countries, cultures, socio-economic status, and have different religious identifications. Exploring Canadian history and working towards Canadian cultural literacy, including a knowledge of our local indigenous contributions, will help students feel comfortable and well-prepared in humanities and other subjects.

Our intention is to allow students to begin this course at a level appropriate for each individual, and to experience continuous progress as they work toward mastering English as a Learned Language. While we have included activities only for the Expanding level in this course, we recognize that students may move into BAA ELL 3: Consolidating at any point in the school year where their English skills have developed to the point where they are demonstrating mastery of the Curricular Competencies at this level.

Indigenous Worldviews and Perspectives:

- ***Learning involves recognizing the consequences of one's actions.***

Providing the students with appropriate levels of autonomy and choice in their learning. Some choice in how they learn and how they represent the learning. Along with helping students understand the natural consequences of their actions.

- ***Learning is embedded in memory, history, and story.***

The use of story and narratives to teach across curricular areas.

Providing students opportunities to listen to and connect with stories of others.

Understanding that all education systems are constructs based on specific sets of cultural values; what is considered important to learn is based on sets of the cultural values in a particular context, including the place (land) where the learning occurs.

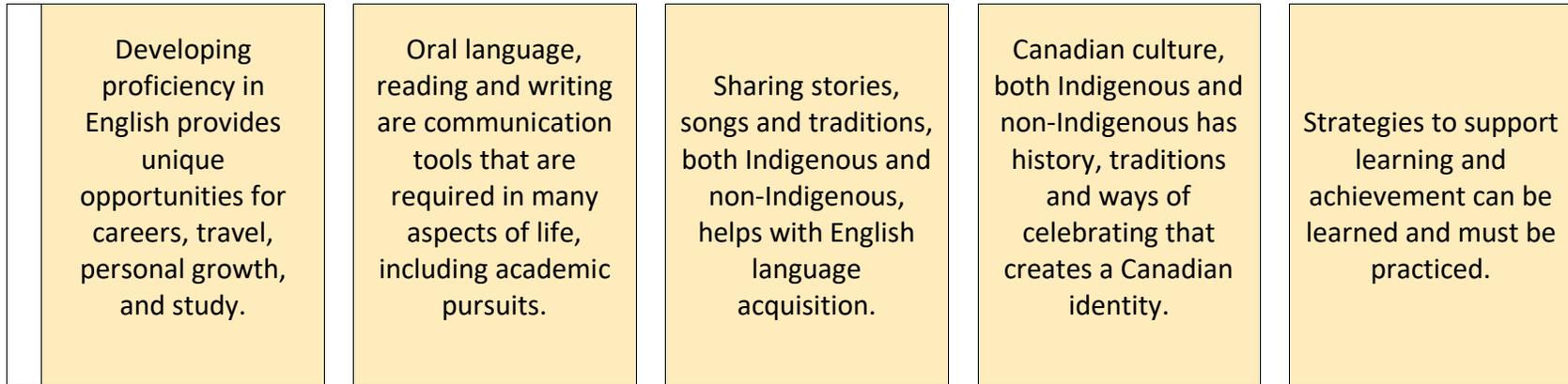
- ***Learning involves patience and time.***

Revisiting concepts and linguistic content multiple times, provides learners with opportunities to deepen their knowledge by layering their understanding. Teachers will provide flexible scheduling in schools and classrooms so that learners can telescope and compact their learning to reflect their individual needs.

- ***Learning requires exploration of one's identity.***

ELL students will celebrate their identities, be given a safe space where their culture is welcome and provided opportunities to express their diversity. The students will bring in their own cultural identities as a way of connecting who they are with where they are to deepen community and personalized learning. Also, students will connect to the culture of the land they will be living on. This will help them to gain a deep appreciation for the depth of knowledge and history the Indigenous peoples have to offer.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Receptive Oral Language</u></p> <p>Level 3:</p> <ul style="list-style-type: none"> • Use translation effectively to find the correct meaning of words • List and practice skills for learning vocabulary and subject specific terms • Decode and use the first 3000 words from the Oxford ESL Learners List • Respond to simple commands and instructions • Seek clarification of meaning • Comprehend stories and different viewpoints • Use various strategies to increase understanding and produce oral language 	<p><i>Students are expected to know the following:</i></p> <p><u>Receptive Oral Language</u></p> <p>Level 3:</p> <ul style="list-style-type: none"> • The first 300 words from the Oxford ESL Learners List • Decode and recognize meaning of more vocabulary, including common, descriptive, subject-specific, & academic words, & multiple meanings of familiar words • Identify main ideas & examples linked by cohesive devices in straightforward discourse on academic topics

Expressive Oral Language

Level 3:

- Improve pronunciation by reading aloud and completing pronunciation exercises
- Answer questions orally
- Participate in simple interactions
- Derive meaning in speech and a variety of other texts
- Narrate or retell simple stories
- Exchange ideas and information orally
- Make short presentations to the class on topics assigned by the teacher, with a short time to prepare
- Prepare presentations to the class with time to rehearse and prepare
- Adjust speech to reflect different purposes
- Recognize how choice of words affects meaning
- Narrate stories

Expressive Oral Language

Level 3:

- Use more vocabulary, including common, descriptive, subject-specific, & academic words
- Express & connect ideas & some supporting details using conjunctions, prepositional phrases, & time & sequence markers

Writing

Level 3:

- Use strategies such as pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, & rubrics to produce & revise text
- Exchange ideas and information in writing
- Provide some specific & appropriate details to enhance meaning
- Complete a variety of writing task, including creative and academic writing, and work toward the next area of proximal writing ability:
- Write for non-academic purposes, including lists, emails, numbered instructions

Writing

Level 3:

- Connect ideas using transition words & subordinate conjunctions supported by graphic organizers & models as necessary
- Produce brief examples of personal, informational & imaginative genres (recounts, narratives, descriptions, procedures, simple explanations, arguments, opinions) to suit purpose
- Use vocabulary more purposefully, including high-frequency, descriptive, subject-specific, & academic words, & some cognates
- Use a variety of compound & complex sentences
- Use some descriptive, expressive, & technical language to develop text; some evidence of personal & authentic voice

- Write paragraphs with transitions and flow between sentences. Begin to experiment with literary techniques such as a “hook” and simple rhetorical devices.
- Provide an effective introduction & predictable conclusion in a basic multi-paragraph composition
- Write in a variety of styles, such as poetry, literary response, and narrative
- Use figurative language as appropriate
- Write stories
- Express themselves with growing fluency in writing

- Use capitalization & commas, & some apostrophes, quotation marks, & hyphens
- Spell a range of words using word lists, personal dictionaries, & knowledge of common patterns
- Use some negatives, irregular plurals, object pronouns, prepositions, regular verbs in past & future continuous tenses, & irregular verbs in past & future continuous tenses, with occasional errors
- Edit & revise expository & narrative text for word choice, punctuation, spelling, basic grammatical structures, & some fragments & run-ons

Reading Comprehension

Level 3:

- Use predicting, inferencing, contextual clues, & word analysis to read unfamiliar text
- Read with more expression, attend to common punctuation, & make meaningful substitutions
- Describe main events or ideas & explain the relationship between them
- Make simple, organized notes on a new topic using a familiar format
- Make simple inferences based on explicit information
- Understand & identify the purpose & discriminating features associated with an increasing range of basic genres such as recounts, narratives, procedures, descriptions, sequential explanations, arguments, summaries
- Express opinions with some rationale
- Make logical connections to self or other texts supported by reasons
- Maintain a personal vocabulary list

Reading Comprehension

Level 3:

- Decode root words, prefixes, suffixes, & vowel digraphs
- Understand ideas in related paragraphs connected by cohesive devices & transition words
- Understand text with some complex sentences featuring a variety of different types of clauses
- Understand the difference between fact & opinion, cause & effect, & comparison & contrast with support
- Understand explicit social & cultural references, & some simple literary techniques such as figurative language in a variety of text
- Support key ideas with background knowledge
- Recognize and use common idiomatic expressions
- Understand a range of vocabulary including words from the Oxford First 3000 List for ELL, some subject-specific words, & strategies for translating words with multiple meanings

Canadian Culture and Society

- Identify features of Canadian culture and identity that are unique or special to Canadians
- Demonstrate understanding of how different cultures often have different values and traditions
- Compare facets of life in their home country, such as school, with life in Canada.
- Demonstrate understanding that the Indigenous of Canada are a diverse group with differing cultures and histories.
- Appreciate expressions of Canadian culture in film, video and literature
- Understand that local Indigenous groups have a vibrant culture and community, have a first claim upon this area, and have both a proud and a resilient history

Canadian Culture and Society

- Label Canadian political divisions such as provinces, territories, and Canada's national capital.
- Identify Political and economic regions, such as the Maritimes, the prairies and Central Canada
- Locate their school on a map of the island, the province, and Canada
- Identify Canada's climatic regions.
- Identify important industries and changing economy of British Columbia
- Describe Canadian social conventions.
- Describe Indigenous culture.
- Describe National holidays and traditional celebrations.
- Understand the Canadian legal system as it applies to adolescent international students

Learning Strategies

Learn and practice a variety of learning strategies and techniques, including:

- Assess their own personal learning style and how they learn best
- Analyze and adapt study habits and analyze what works and what does not
- Manage their own time and workload and identify self-defeating habits
- Analyze personal values and become self-motivated by pursuing goals that matter
- Learn to question and develop critical thinking
- Read critically and with increasingly effectiveness
- Learn to take notes in a variety of ways, including the effective use of personal technology
- Learn research strategies and the importance of citing sources

Learning Strategies

- People learn in different ways at different times
- Studying, concentration and memory can be enhanced by lifestyle choices and personal choices.
- Time management is important & procrastination can create problems
- Effective goal-setting helps with motivation
- Critical thinking
- Reading for an academic purpose
- Note-taking
- Research skills
- Research tips and strategies
- Presentations & public speaking
- Test & exam preparation strategies
- Stress management & anxiety reduction

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| <ul style="list-style-type: none">• Learn to give effective presentations, including preparing effective presentation aids, such as posters, PowerPoint or another slide software, etc.• Learn preparation techniques for tests and quizzes• Practice relaxation and other stress management techniques | |
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Big Ideas – Elaborations

Indigenous content will be reflected in both the Canadian Culture and Society segments and in the choice of readings
ELL refers to “English as a Learned Language” and is now preferred to ESL or “English as a Second Language”

Curricular Competencies– Elaborations

see Appendix B: Glossary of Terms in “The Province of British Columbia English Language Learning (ELL) Standards” document

- **Receptive Oral Language** refers to the students’ abilities to understand information given in a non-textual format. This includes techniques in following lectures and information presented orally, including verbal markers, visual aids, repetition and verbal stress
- **Expressive Oral Language** refers to the students’ abilities to make meaning clear through spoken language. This includes techniques in pronunciation, enunciation, phrasing, and standard vocal expression to indicate meaning (voice rising at the end of a sentence, voice raised to indicate emotion)
- **Writing** consists of the following areas of evaluation:
 - Create meaning by using
 - Ideas & information
 - Use of detail
 - Strategies
 - Use Form in writing, including
 - Organization & sequencing
 - Connections & transitions
 - Awareness of forms/ genre (linguistic & structural features)
 - Develop style in writing, including
 - Word choice (diction, precise language)
 - Sentence fluency (rhythm, flow, variety)
 - Voice (phrasing, tone, purpose, awareness of audience)
 - Use conventions correctly, including
 - Capitals & punctuation
 - Spelling
 - Grammatical elements & syntax
 - Editing

- **Reading Comprehension** consists of the following areas of evaluation:
 - Strategies
 - Word attack skills
 - Fluency
 - Comprehension
 - Vocabulary
 - Main ideas
 - Genre
 - Retelling
 - Inferences
 - Interpretations
 - Response & Analysis
 - Connections
 - Opinions & reactions

- **Canadian Culture and Society:** Students arriving to an English as a Learned Language program in Canada at the secondary level will necessarily lack cultural references and cultural literacy that is normally learned in the Social Studies programs through Intermediate grades. This component of the course will be adjusted for the students’ reading levels, and will attempt to address the issues of cultural literacy in an individualized way.
- **Choice of words:** e.g., degrees of formality, degrees of directness, choice of verb tense and modality
- **Derive meaning:** Understand key information, supporting details, time, and place
- **Texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **Speech:** e.g., adjust register when speaking
- **Purposes:** e.g., to convince, inform, entertain
- **Strategies:** For example:
 - rephrase in English to compensate for unknown expressions
 - make personal notes to use as a reference for oral and written production
 - actively review common, useful expressions and patterns to refine communication
- **Narrate:**
 - Use expressions of time and transitional signs to show logical progression.
 - Use past, present, and future time frames.

- **Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Respond personally:** provide personal interpretations or opinions
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Perspectives:** A text can reflect the author’s personal point of view which may include bias
- **Language and culture:** as expressed through creative works, regional dialects, historical origins of words, and expressions
- **Sequence:** using appropriate verb tenses and expressions of time (first, second, next)
- **Contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality
- **Texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

Content – Elaborations

See: Oxford Word Lists

See: [Glossary of Terms in “The Province of British Columbia English Language Learning \(ELL\) Standards”](#) pages 54-60

See: [The Province of British Columbia English Language Learning \(ELL\) Secondary Standards](#)

Recommended Instructional Components:

- Inquiry
- Brainstorming
- Discussion
- Modeling
- Individualized instruction
- Indirect instruction
- Collaborative group work

- Video recording and editing
- Guided writing
- Roll-playing
- Direct instruction
- Communicative and experiential approach

Recommended Assessment Components:

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next address their English language acquisition needs. The teacher will use this information to make a final assessment on the three components of the curriculum model - knowing, doing, understanding and will determine if the student demonstrates the concepts and competencies relevant to ELL 2 - Expanding.

Assessment will be ongoing, and will include:

Weekly self, peer, and teacher assessments of learning using a teacher and/or student developed learning guide rubric. Weekly learning guides may include:

- Oral and written responses to current news articles and videos
- Journal writing and learning logs
- Summary writing
- Vocabulary assignments expressing opinions
- Comprehension and grammar work sheets

- Oral presentations
- Oral discussion
- Letter writing
- Tests/quizzes
- Final assessment: teacher/student conference discussing student progress and future goals

Learning Resources:

“The Province of British Columbia English Language Learning (ELL) Standards” document

Internet Resources will vary, but may include:

<https://newsela.com>

<https://ed.ted.com/educator>

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_intro.pdf

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online.html>

<http://citizenshipcounts.ca/flashcards/Indigenous-peoples>

<https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada.html>

<https://www.noslangues-ourlanguages.gc.ca/en/index>

<https://www.statcan.gc.ca>

<https://www.gapminder.org>

quizlet.com

Teachers will also use a variety of printed materials and teacher created materials as appropriate for each level. This will include texts written by Indigenous authors