



## Board/Authority Authorized Course: **ELL Learning Strategies 10**

<b>School District/Independent School Authority Name:</b> Cowichan	<b>School District/Independent School Authority Number:</b> SD79 Cowichan Valley
<b>Developed by:</b> Heather Boudreau, Paul Hardman, Karen Kloske	<b>Date Developed:</b> April 20, 2019
<b>School Name:</b> International Program	<b>Principal's Name:</b> Liz Gamble
<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> ELL Learning Strategies 10	<b>Grade Level of Course:</b> Grade 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100 hours
<b>Course Category:</b> English Language Learning	<b>Course Code:</b> YESFL-0A

**Board/Authority Prerequisite(s):**

There are no pre-requisites.

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

Recommended a BC qualified teacher with minimum TESL Level One Training (100 hours plus practicum) as well as ELL teaching experience. Classes are designed to be taught in a closed ELL classroom.

Rooms with Internet service, computers and TV monitors needed.

## **Course Synopsis:**

ELL Learning Strategies 10 was created for ELL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation and a student who is at a Level 4-5 (Consolidating and Bridging) English proficiency.

*This course is designed for the student who meets one or more of the following criteria:*

- demonstrates an imbalance between reading, writing and oral language skills,
- is acclimating to the Canadian school culture, expectations and routines
- is new to Canada and/or enrolled in the International Student Program
- has an assessment that indicates that their reading, writing and oral language are at the consolidating or bridging level
- understands and uses common vocabulary but is unfamiliar with academic vocabulary
- lacks confidence in social language skills to participate effectively in groups or in an integrated classroom setting
- has a limited repertoire of strategies to be an independent learner in content based courses

## **Goals and Rationale:**

This course has been developed to enable students who have recently arrived in Canada to develop skills necessary for success in their 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 Canadian classroom learning strategies, develop an understanding of Canadian themes and expose them to Aboriginal culture and perspectives.

## **Indigenous Worldviews and Perspectives:**

### **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.

### **Learning involves patience and time**

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

### **Learning recognizes the role of indigenous knowledge**

Various resources within the curriculum reflect Indigenous worldviews and perspectives. Students will be exposed to a number of rich Indigenous themes, narratives and culture as part of their acquisition to a new language and country.

**BIG IDEAS**

Expressing and engaging in English conversation requires courage and risk-taking

Acquiring English opens the door to fully interacting with fellow students, families and the community

Acquiring English builds the pathway to study further educational opportunities in Canada and around the world.

A new language allows one to explore educational, career and travel options and develop one's **personal growth**

When we learn a new language, it allows us to appreciate and value the **culture** at a deeper.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Apply <b>teacher expectations</b> <ul style="list-style-type: none"> <li>○ Arrive to classes on time,</li> <li>○ Follow teacher instructions during class,</li> <li>○ Answer questions when asked,</li> <li>○ Engage in class activities and class discussions.</li> </ul> </li> <li>• Use a growing number of strategies to derive and negotiate meaning</li> <li>• Recognize that choice of words effects meaning</li> <li>• Demonstrate flexibility as a learner by participating in hands-on-learning, field trips, silent seatwork, debates, oral presentations etc.</li> <li>• <b>Derive meaning</b> from a variety of texts                             <ul style="list-style-type: none"> <li>○ read both fiction and non-fiction texts and develop ways to respond to the text by brainstorming, mind mapping etc. and then be able to formulate cohesive paragraphs in response.</li> </ul> </li> <li>• Develop <b>reading fluency</b> to a point and beyond where literary works can be accessible, give meaning and can be written about in formal assignments</li> <li>• Explore a variety of <b>online media</b> in English</li> <li>• Narrate stories orally and in writing</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• How to answer questions when asked and participate in class activities such as group work, class presentations and class discussions.</li> <li>• Teacher expectations and <b>school routines</b></li> <li>• A range of strategies when interacting with native speakers to foster relationships and understanding.</li> <li>• The importance of eye contact, reading body language and understanding and responding to cultural norms and expectations, as well as asking for repetition or clarification when necessary</li> <li>• Understand and use a wide variety of learning styles such as visual, kinesthetic, logical etc.</li> <li>• How to try things that are foreign to them.</li> <li>• The range of characteristics of <b>critical and creative thinking</b></li> <li>• Classroom vocabulary such as content specific terms, safety tests for labs and regular completion of homework.</li> <li>• Broaden English academic vocabulary in a number of subject areas</li> <li>• How to navigate English materials found on the internet</li> </ul>

- Engage in discussions on a number of topics that show **inference** and **analysis**
- Develop writing skills in a variety of areas (Science Labs, Essays, Poetry, etc.)
- Engage in conversation with teachers, peers, host families and the community
- Students will participate in multicultural activities that celebrate their culture and identity and will recognize both Indigenous and Non-Indigenous viewpoints.
- Participate in school events, community activities and volunteer opportunities

**Create and Communicate:**

Express themselves with fluently, orally and in writing by:

- Asking and responding to a variety of questions
- Describing situations, activities and events in life and in literature
- Expressing likes and dislikes
- Expressing opinions, hopes and ambitions for the future
- Writing summaries of written works and transferring that skill to other areas
- Working with different sentence lengths, different styles and varied vocabulary, paying attention to grammatical rules
- Using quotations to facilitate writing skills and to avoid plagiarism
- **Oral reports**, speeches and creative works presented in class through speaking in groups, digital recording.
- Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes

as well as print resources such as reading charts, graphs and other graphic representations, to support research driven assignments

- A variety of genres, including bibliographies, paying attention to audience and voice
- Recognize how cultural identity is expressed through Indigenous and Non-Indigenous texts and creative works.
- Different types of writing, such as **expository, descriptive, narrative, scientific writing**.
- Write for Various Purposes: Creative work, essay, business Letter, Journal entry.
- The use of various **language structures**.

**Big Ideas – Elaborations**

**Personal Growth:** is the result of continual efforts to improve ourselves, intellectually, morally and physically.

**Culture:** is a word for the ‘way of life’ of groups of people, meaning the way they do things.

**Curricular Competencies – Elaborations**

**Teacher Expectations:** The benchmarks and ideas the students should meet: classroom routines, code of conduct, rules and safety procedures

**Derive Meaning:** to find meaning of something, from something else.

**Reading Fluency:** the ability to read with speed, accuracy, and proper expression.

**Online Media:** are photos, video and music, distributed over the internet, which are either non-copyrighted or copyrighted materials provided either freely or for a fee.

**Inference:** a conclusion reached on the basis of evidence and reasoning.

**Analysis:** detailed examination of the elements or structure of something.

**Oral Reports:** delivering an address to a public audience.

## Content – Elaborations

**School Routines:** Bell schedules, lockers, advisor time, classroom expectations, agenda writing, changing class schedules etc.

**Expository Writing:** Is defined as presenting reasons, explanations, or steps in a process using a logical order. It should contain a main idea, supporting details, and a conclusion.

**Narrative Writing:** Relates a clear sequence of events that occurs over time. The writer gives a clear sequence of events (fictional or non-fictional) and to provide elaboration.

**Descriptive Writing:** Is the clear description of people, places, objects, or events using appropriate details. An effective description will contain details to communicate a sense of the subject being described.

**Scientific Writing:** Is used to communicate detailed scientific research findings to other people through essays, reports and lab results.

**Language Structures:** This includes the structure of words, phrases, clauses, and sentences, right up to the structure of whole texts. There are historical, social, cultural and regional variations of English.

**Critical Thinking Skills:** Making reasoned judgments that are logical and well-thought out. It is a way of thinking in which you don't simply accept all arguments and conclusions but rather question such arguments and conclusions

## **Recommended Instructional Components: Core Competencies**

**Communication:** requesting clarification, repetition, rephrasing, listening with intent for meaning

**Creative Thinking:** Direct Instruction, Group instruction, Self-paced learning, Modeling, Role-playing, Brainstorming, Self & Peer analysis of student work, Cooperative group learning, Journal writing, Individual and group projects and Portfolios

### **Assessment:**

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 learning Strategies 10.

Assessment will be ongoing, and will include:

- Oral language acquisition activities
- Reading skill development
- Writing developing
- Journal and portfolio activities
- Self-evaluation of learning
- Development of academic language and terminology
- Testing of materials taught in class
- Completion of classroom activities, projects and assignments
- Cultural development activities.

## Learning Resources:

Quizlet, Ted, Canadacom, Sparknotes  
(Weebly), Dave's ESL  
Oxford Picture Dictionary  
Duolingo, Babbel, and FluentU  
Rosetta Stone  
Penguin Readers  
Vocabulary In Use Series  
Grammar In Use Series  
Academic Reading / Writing Series  
Conversation Inspirations  
Grammarwork Series 1-4  
The Spirit of Canada  
A-Z Fiction

Internet Sources  
Teachers Websites  
Oxford University Press  
Downloaded Apps  
CD-based Language Program  
Levelled ELL Fiction Readers  
Cambridge University Press  
Cambridge University Press  
Ranka Curcin  
Nancy Zelman  
Prentice Hall Regents  
Barbara Hehner  
[www.readinga-z.com](http://www.readinga-z.com)