




English Language Development 10 Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey School District	School District/Independent School Authority Number: SD36
Developed by: ELL Metro Group: Danielle Garbe, Brenda Sampson, Vicki Schrader, Shannon Spencer	Date Developed: April 17, 2019
School Name: Surrey School District #36	Principal's Name: Chris Stranger
Superintendent Approval Date: June 12, 2019	Superintendent Signature: 
Board/Authority Approval Date: June 12, 2019	Board/Authority Chair Signature:
Course Name: English Language Development 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): N/A

Special Training, Facilities or Equipment Required: N/A

Course Synopsis:

English Language Development 10 is intended for ELL students with very limited English who are developing their foundational communication skills. Focusing first on oral/aural communications, the course will gradually move towards the development of the skills and strategies necessary to read and write in English. Through this course, students will begin to extract information successfully in English and begin to effectively communicate needs, feelings, and understandings in a growing range of English-speaking environments. Students will develop familiarity and ability with English through comprehensible input, and repeated exposure to high-frequency and meaningful vocabulary and language patterns. They will develop confidence in their ability to handle daily tasks. This course will acknowledge and develop ELL students' awareness of their own identity and cultural contributions to Canadian culture and society through conversation and classroom interactions.

The course is designed for the student who:

- has no or very limited English
- may understand some simple oral exchanges or produce simply worded sentences
- is unable to be successfully integrated into academic classes

English Language Development 10 is designed for ELL students at the Beginning (1)/Starting level on the current 5-level BC Ministry ELL Standards/Surrey District Continuum.

Goals and Rationale:

Rationale: Some ELLs are just beginning their language learning journey of communicative competency in Canada. They come from a variety of cultural, linguistic, and academic backgrounds, and for some their life experience is vastly different from their Canadian peers (for example, students who are refugees). This may be their first exposure to a formal classroom setting, or their experience is minimal. Their basic English communication skills (speaking, listening, reading and writing) are limited and they may be unable to meaningfully access the curriculum. Quality ELL instruction provides the necessary sheltered environment for these students to safely navigate the world around them and gain the strategies for long term success. This course is designed with the awareness that adolescent learners of multiple languages use various strategies, while at the same time, the course will follow the natural progression of language acquisition, initially focusing on listening and responding, then moving towards literacy development.

Goals: *English Language Development 10* is intended for students whose primary language is not Standard English. Students' heritage and lived experiences will help develop their basic English skills within an inclusive environment and help maintain their sense of self-worth. This course recognizes that there are stages of language and cultural adjustment; knowledge of these stages matched with targeted instruction helps ELL learners develop their skills more expeditiously. The aim of this course is to increase the learners' opportunities for success so they are better able to access the BC curriculum and reach their full potential.

Aboriginal Worldviews and Perspectives:

The course will introduce students to oral narratives found in First People's texts. It will also give students an awareness of protocols related to ownership of First People's oral texts.

Application of First Peoples' Principles of Learning:

- Building language awareness supports the development of self, the family, the community, and with others, while sharing their stories, cultural ways of supporting and nourishing families, and ceremonies
- Taking ownership of one's texts is embedded in history, memory, and story of one's culture and the world
- Learning and creating texts requires the exploration of one's identity and place
- Being critically aware of learning involves recognizing that some knowledge is sensitive and only shared with permission
- Shared learning is reflective, reflexive, holistic, experiential and relational
- Language learning takes patience and time

Application of Indigenous Worldviews and Perspectives:

The First Peoples' Principles of Learning are inherent in the aspects included in *English Language Development 10*. *English Language Development 10* is inseparable from connectedness and relationships; specifically:

- Community engagement
- Power of storytelling and writing
- Flexibility
- A positive and reciprocal classroom community-centered approach
- Local and world focus on cultural views
- Experiential learning that emphasizes process

BIG IDEAS

Acquisition of English and understanding Canadian culture improves safety and enhances potential

Language is more meaningful when connected to areas of **personal importance**

Learning to access school and community resources are key to becoming a contributing member of society

Oral language is built through ongoing meaningful daily interaction

Participating in the immediate community and contributing to society improve one's sense of self-worth

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>School Culture</u></p> <ul style="list-style-type: none"> listen to designated speakers in the classroom communicate needs, desires and emotions, eventually giving reasons recognize and use greetings and expressions of politeness ask for information, permission and clarification, extract key meaning and respond accordingly participate and communicate within the school community understand school policies and expectations for student behaviour demonstrate an understanding of school culture and norms read comprehensible text such as posted notices for events, teams, and clubs, teacher-posted agenda, homework, in class tasks on board, new vocabulary, etc. describe and advocate for oneself through speaking, writing, and role play compare and contrast the BC school system with students' past experiences write phrases and sentences fill out forms 	<p><i>Students are expected to know the following:</i></p> <p><u>School Culture</u></p> <ul style="list-style-type: none"> how to advocate for oneself through oral and written communication register; appropriate social and cultural communications basic school procedures letter-sound relationships, common sight words and spelling patterns, important safety words/symbols, everyday/common vocabulary and phrases how to communicate personal identification information (legal name, birthdate, address, etc.)

Family and Friends/Social Connections

- introduce themselves and family members using appropriate relationship terms and respond to introductions
- share opinions and preferences giving simple reasons
- engage others in conversation to build relationships and share ideas
- demonstrate an understanding and respect for socio-cultural norms
- describe and exchange information about people and their activities
- infer appropriate meaning from gestures and intonation ● compare and contrast family structures and traditions

Home Life

- ask for and give information about routines and habits
- demonstrate an awareness of **safety procedures** within the home
- develop vocabulary regarding hygiene and cleanliness
- use English to describe positive and negative experiences
- communicate emotions and give simple reasons for feelings
- seek information and make suggestions about everyday life and possible activities with friends and family
- communicate in the past and present tense using personal account and narrative structures

City Life

- read and extract information from graphic texts such as maps and signs
- give, ask for and follow directions
- identify and access appropriate community services and resources
- read to locate specific information using text such as bills, forms, schedules, tables and instructions
- use specific language to describe experiences related to travel/commuting
- use a variety of sentence patterns and questions to state, ask for, and justify opinions and preferences
- describe and exchange information about places, situations, and events ● communicate personal plans and intentions using future tense

Family and Friends/Social Connections

- appropriate use of social skills and etiquette for various social situations
- how to have a meaningful dialogue with people and build and maintain friendships
- how to reflect on one's thoughts, emotions, and actions ● social norms in Canadian culture and in North America

Home Life

- appropriate vocabulary and language patterns to describe and exchange information related to the activities and routines within the Canadian home
- **cultural values around cleanliness and hygiene**
- use communication skills to express emotions, feeling, wants, and needs in life
- **frequency language**
- the **form and function** the past and present tenses

City Life

- how to access **community resources**
- describe and exchange information about various aspects of the immediate community
- transportation systems and the Canadian monetary system
- vocabulary and safety procedures around possessions, walking in public, public transit
- form and function of the future tense

Big Ideas - Elaborations

personal importance: things commonly considered important to individuals, including family, friends, social connections, cultural heritage, adjusting to Canadian culture, and the changing situations students may be experiencing; students' social-emotional needs may be a necessary consideration for learning to take place

Curricular Competencies – Elaborations

comprehensible text: this is one level above the student's current level of literacy, which will vary between individual students; this knowledge could be at the level of the phoneme, sight words and/or move towards phrases, sentences and paragraphs, etc.

"language that is ... just a little more advanced than the student's current ability to understand it... the overall message of the language is clear even though some words and grammatical structures might be unfamiliar." <https://study.com/academy/lesson/what-is-comprehensible-input.html>

respond accordingly: students will use responses both verbal and non-verbal (gestures, words, phrases, etc.) which are situationally and culturally appropriate

safety procedures: practical knowledge of how to be safe in the home as well as the ability to express social-emotional sense of well-being at home

Content – Elaborations

basic school procedures: BC school culture and expectations as laid out by classroom teachers, as well as guidelines for safety and emergencies (exits in schools, fire drills, etc.), reporting in sick, leaving early, extended vacation leave, accessing report cards, etc.

community resources: locations for shopping, banking, sports, recreation, counselling etc.

cultural values around cleanliness and hygiene: develop knowledge of common Canadian cleanliness and hygiene practices, which may differ from their culture; this may also invite discussions about global equity of water quality and availability, pollution, etc.

frequency language: words that describe how often something happens, such as *sometimes, usually, frequently, daily, weekly*

form and function: the syntactical structure (grammar) and purpose of a particular aspect of language (e.g. the correct use of the different tenses in English indicate the time of an event)

register: knowledge and use of the level of formality and politeness expected during social interactions

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;
- 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 Instructional Components:

The 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:

- *Clear Grammar 1, 2, 3* -- 2nd edition University of Michigan Press
- *Focus on Grammar 1, 2* -- Pearson Education
- *Grammar Connections 1, 2, 3* by Lynda Berish and Sandra Thibaudeau
- Hi-Low Reader Series
 - Grass Roots Press - various series of books such as the Maple Leaf Series, or the Activists Series)
 - Starting Gate Readers for Older Students [Foothills Educational Materials](#) ○
Strongnations.com -- search Hi Lo Readers for Indigenous and BC books
 - Indigenous Biography Series with 10 easy to read biographies in each book by Vincent Shilling (strongnations.com) ● Environmentalists from our First Nations
- Great Athletes from our First Nations
- Great Musicians from our First Nations
- Men of Courage from our First Nations ● Local maps and brochures ● *Longman ESL Literacy*, 3rd ed.
- *Milestones Intro*, National Geographic Learning -- Cengage
- Oxford Picture Dictionary (offered in bilingual versions)
- Public health nurse and services
- Reading Sense Series -Scholastic
- School map and agenda
- *Side by Side* (Pearson Education)
- Sight words (Dolch or Fry sight word lists)
- TPRS/CI resources (e.g.: *Poor Ana*, and *Patricia Goes To California*, by Blaine Ray)
- *Weaving It Together*
- *WestCoast Reader*
- *Words Their Way* (Spelling and Vocabulary Program)
- *Write Right Paragraph to Essay 1, 2* by NE Build & Grow

Digital Resources

- Flipgrid (app can be added through Office 365 thru Surreyschools.ca)
- NewsELA.com
- Policing in Surrey: A Newcomer's Guide <http://bc.rcmp-grc.gc.ca/ViewPage.action?siteNodId=2100&languageId=1&contentId=43639> ● Storybooks Canada: <https://www.storybookscanada.ca/>
- Surrey.ca

Teacher Resources:

- *Access for Success: Making Inclusion Work for Language Learners* (Katy Arnett & Renée Bourgoin)
- *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students* (Larry Ferlazzo & Katie Hull Sypniewski)