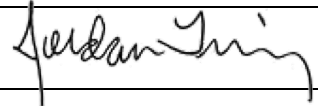




English Language Development 11 Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey School District	School District/Independent School Authority Number: SD 36
Developed by: ELL Metro, Brenda Sampson, Vicki Schrader, Shannon Spencer	Date Developed: May 2, 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 11	Grade Level of Course: 11
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 11 is intended for senior ELL students with limited English who need to further build foundational communication skills for independent living in an English-speaking community. Through this course, they will gain confidence in extracting information from English communications, and discussing their specific needs, wants and hopes. They will begin to effectively communicate in a growing range of English-speaking environments and develop competence in their ability to handle daily tasks. Students will develop familiarity and ability with English through comprehensible input, and repeated exposure to meaningful vocabulary and language patterns; emphasis is on oral/aural communications, as well as the development of reading and writing skills. This course will acknowledge and build on 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 simple oral exchanges or produce simply worded sentences
- is unable to be successfully integrated into academic classes
- may need help exploring the range of SD36 alternate and apprenticeship program opportunities, as well as alternative graduation programs and avenues to graduation
- may need transitioning to continued or on-going adult learning opportunities

English Language Development 11 is designed for ELL students at the Beginning (1)/Starting- (2)/Emerging on the current 5 level BC Ministry ELL Standards/Surrey District Continuum.

Goals and Rationale:

Rationale: Many recently-arrived ELLs are still in the beginning stages of their language learning journey 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, refugee students). For some, this may be their first exposure to a formal classroom setting, and for others this may be a continuation of *English Language Development 10*. Their basic English communication skills (speaking, listening, reading and writing) are limited, therefore they have difficulty accessing the language complexity of content area curricula. Quality ELL instruction provides the necessary sheltered learning environment for these students to safely navigate the world around them and plan for their future.

Goals: *English Language Development 11* is designed for ELL students, whose primary language is not Standard English, to develop their basic English skills using their heritage and lived experiences within an inclusive environment while maintaining a 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 ELLs bridge the language gap more quickly. Instruction and language development will first focus on listening and speaking, and then over time advance to reading and writing as students acquire more English. The aim of this course is to expedite this process, increase the learners' opportunities for success and familiarize students with their future options, including adult education, post-secondary programs, apprenticeship opportunities within the district and other specialized district and community programs.

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 11*. *English Language Development 11* 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
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BIG IDEAS

<p>Acquisition of English and understanding Canadian culture enhances potential and advances social equity</p>	<p>Language is more meaningful when connected to areas of personal importance</p>	<p>Learning to access school and community resources are key to becoming a contributing member of society</p>	<p>Oral language is built through ongoing meaningful daily interaction</p>	<p>Work-life practices are embedded in the community, home, school, and society</p>
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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"> appropriately engage with peers and designated speakers in the classroom communicate needs, desires and emotions, and give basic reasons working towards elaborating ask for information, permission and clarification, extract key meaning and respond accordingly participate and communicate within the school community describe and advocate for oneself through speaking, writing, and role play understand school policies and expectations for student behaviour demonstrate an understanding of school culture and norms read comprehensible text such as posted information around the school, teacher-posted agenda, homework, in class tasks on board, new vocabulary, etc. compare and contrast the BC school system with what students have experienced in the past and in their own country write phrases and sentences fill out forms read and extract information from graphic texts such as maps and signs 	<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 engage appropriately in active school life cultural importance of self-advocacy through oral and written communication importance of register; appropriate social and cultural communications importance of tone, intonation, pronunciation etc. in speech regular and irregular spelling patterns, common morphological patterns, cognates, etc. synonyms, antonyms and comparative language to broaden vocabulary specialized vocabulary and phrases related to school and work-life how to write accurate basic informative text and narratives the form and function of present, past and future tenses basic use of modals

Maintaining and Strengthening Personal Connections

- engage others in conversation to build relationships and share ideas
- express one's thoughts, emotions, and actions
- share opinions and preferences, and provide detailed explanations
- demonstrate an understanding and respect for social norms
- describe and exchange information about people and their activities
- compare and contrast social structures and traditions

Life in the Greater Community

- give, ask for and follow directions (for a range of complex community, school and work situations)
- 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 living in the community
- 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
- express hopes, dreams, and future plans; communicate personal plans and future intentions
- seek information and make suggestions about everyday life and possible activities with friends and family
- communicate in the past, present and future tense using personal account and narrative structures

Work Life/Life After High School

- demonstrate an awareness of **safety procedures** within the workplace
- demonstrate an ability to understand and complete forms giving personal details
- demonstrate the ability to communicate effectively in the work environment
- use adequate word choice and vocabulary for work-related topics, including safety, scheduling, and conflict-related language
- extract, retrieve and process information from English language resources to complete meaningful tasks
- constructively communicate personal strengths and weaknesses
- identify the contributions of significant Canadians

Maintaining and Strengthening Personal Connections

- vocabulary for expression and understanding of feelings, needs, wants, to build connections with others
- **appropriate communication patterns** for various social, academic and work environments
- importance of reflecting and sharing thoughts, emotions, and actions to develop one's capacity for personal growth and connection (encourage **growth mindset**)

Life in the Greater Community

- how to access **community resources**
- the impact of **appropriate language choice and register** to communicate feelings, needs and wants
- describe and exchange information about various aspects of their **growing community**
- describe and use transportation systems
- describe and use Canadian monetary system
- personal goals and knowledge of how to achieve them provide purpose
- **language of hopes and dreams**
- **polite expressions**
- **basic community rights and services**

Work Life/Life After High School

- appropriate vocabulary and language patterns to participate in a variety of work-related and real-life situations
- resources and programs for continuing adult education opportunities
- resume format, cover letters, forms requiring personal details
- **language of negation and negotiation**
- **language of ability and limitations**

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

work-life practices: inclusive of all aspects of employment (preparation for a job, getting hired, doing the job), volunteerism, community involvement and developing healthy hobbies, time-management, and using public resources such as libraries, banks, transportation, health and support services

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>

personal connections: that to which individuals commonly connect including family, friends, social connections, cultural heritage, adjusting to Canadian culture, and their changing situations; students' social-emotional needs may be a necessary consideration for learning to take place

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 as well as the ability to express social-emotional sense of well-being

Content – Elaborations

appropriate communication patterns: knowledge and the ability to adjust language to suit the social and cultural situation (language of the classroom, the workplace, local community)

appropriate language choice and register: use of everyday and polite language, awareness of cultural expectations for listener and speaker, formal versus informal, local vernacular, and avoiding poor word choice that impedes the message one is trying to deliver

basic community rights and services: understand basic rights and services such as police, courts, elected representatives, voting

cognates: words that have a shared origin

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

engage appropriately in active school life: understand how to participate in classroom and school life, know the expectations, access and talk to appropriate school staff (e.g.: counsellors, teachers, administration, multi-cultural workers, settlement workers, coaches, student council, etc.) for various particular needs

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 to indicate the time of an event)

growing community: inclusive of the local community and surrounding regions, employment and education opportunities and resources, and concept of citizenship

growth mindset: understanding that learning encompasses achievements and setbacks which are important for the development of resilience and overall long-term success

importance of register: beginning to discern the effects of using different levels of formality and politeness during social interactions

informative text: e.g. letters, resumes, simple reports not exceeding the length of a typical paragraph

language of ability and limitations: expansion on use of modals, using e.g., *can, can't, will, won't*

language of hopes and dreams: grammatical structures used to express hopes and dreams (e.g. *want to, get to, hope to, have to, need, etc.*)

language of negation and negotiation: being able to express negatives (e.g. *I cannot/do not/would not*) and alternative options (e.g. *but I could..., or how about...*)

modals: e.g. *can, could, will, would, may, might, should, must*, and semi-modals like *need to, want to, be able to, have to*

morphological patterns: the meanings of prefixes, suffixes, infixes, and roots of words for the purpose of developing vocabulary comprehension strategies

narratives: relating a clear sequence of events, fiction or news through oral speech or written text

polite expressions: grammatical structures used to express politeness (e.g. *would like, prefer, please, if I could..., do you mind if..., would you be able to... etc.*)

tone, intonation, pronunciation: the common Canadian oral speech key indicators that help communicate one's meaning clearly to a listening audience

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 Assessment Components:

This 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:

- Stranger at Home: a true story by Christy Jordan-Fenton
- Community services literature (e.g. community college and adult education literature and brochures, parks and rec literature)
- *Clear Grammar 1, 2, 3* -- 2nd edition University of Michigan Press
- *Focus on Grammar 1, 2* -- Pearson Education
- From Far Away -- Robert Munsch
- *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
 - *Yellow Line*, by Sylvia Olsen, and other Orca Books
- Local maps and brochures
- *Longman ESL Literacy*, 3rd ed.
- *Milestones A*, National Geographic Learning - Cengage
- Oxford Picture Dictionaries
- *Peace Dancer*, by [Roy Henry Vickers](#)
- Public health nurse and services
- Reading Sense Series -- Scholastic
- School map and agenda
- *Side by Side* (series by Pearson)
- Stepping Stones: A Refugee Family's Journey -- Margriet Ruurs
- TPRS/CI resources (e.g.: *Poor Ana*, and *Patricia Goes To California*, by Blaine Ray)
- *Weaving It Together 2*
- *WestCoast Reader*
- *Words Their Way* (Spelling and Vocabulary Program)
- *Write Right Paragraph to Essay 1, 2* by NE Build & Grow

Digital Resources

- Dave's ESL Cafe [Dave's ESL Cafe Website](#)
- 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?siteNodeId=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)