


Board/Authority Authorized Course Framework

School District/Independent School Authority Name: Surrey	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD36
Developed by: Hannah Quintanilla	Date Developed: November 1, 2018
School Name: Kwantlen Park Secondary	Principal's Name: Tim Cross
Superintendent Approval Date (for School Districts only): November 19, 2018	Superintendent Signature (for School Districts only) 
Board/Authority Approval Date: November 21, 2018	Board/Authority Chair Signature:
Course Name: Language Exploration 11	Grade Level of Course 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Course Synopsis:

Language Exploration is an inquiry-based course for students to explore the system of language, how language connects peoples and cultures to themselves, as well as how it connects individuals to the global community. Students apply their theoretical knowledge about language acquisition to connect and engage with the language of their choice.

Goals and Rationale:

Rationale:

Our students are learning to be adaptable and work collaboratively with diverse people in any given context. Our learners need to collaborate across the barriers of language in order to be aware of the nuances involved in communication. How do we learn to communicate? Our students may be put into situations in the workforce where they may have to learn language skills to communicate effectively. The Second Language curricula are focused on the development of fluency but not every situation requires fluency. This course is ideal for learners who want to focus on specific language sets: language for travel purposes, language for business, spoken language with no written focus or written language where the oral component has already been acquired. This

course is a vehicle for students to connect with language that defines their cultural background or with heritage languages not spoken at home. This course gives students the opportunity to learn a language that may not be offered in their school.

Goals:

- Develop an understanding of how humans learn language.
- Develop a deeper knowledge of their own individual identity and understand how language can enrich an understanding of self.
- Students will learn how language is a creative outlet for self-expression.
- Develop an understanding of the interconnected and changing role that language has in the world.
- Identify learning style strengths and how one's strengths apply to other areas.

Aboriginal Worldviews and Perspectives:

- Identity and one's relationship with the external environment
- Being aware of history
- Engaging with the natural world
- Being involved in the community
- The power of story
- Language and culture
- The teacher as facilitator of a student-centered course

BIG IDEAS

The exploration of language deepens understanding of **self** and the world

Languages are constructed from cultural and social perspectives

Communication engages and connects us to share thinking and to reflect on experiences

Language contributes to sense of **self** and belonging to a global community

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Evaluate and select language learning resources that meet their learning goals according to purpose, geography and audience Identify and analyze geographical influence of language Identify and analyze language families and how languages influence each other Apply appropriate strategies in a variety of contexts Identify and compare language structures Communicate in the target language to connect with others Describe self and others in a target language Understand and respond to simple questions Use basic expressions to greet and introduce others Express likes and dislikes Interpret register and/or dialect and analyze its influence on communication <p>Personal and social awareness</p> <ul style="list-style-type: none"> Analyze the connection between language and cultural identity to investigate historical and sociocultural context Evaluate sources of authentic language texts Locate resources that meet learning goals according to purpose, geography and audience Develop and rework realistic goals that take knowledge of language, personal strengths and areas of need into consideration Analyze goals for effectiveness 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Similarities and differences between major language groups The history of a language and its people affect its geographical area Language families, cognates and patterns in language acquisition Language structures and vocabulary to describe oneself in the target language Basic question structures in the target language Basic expressions to greet and introduce others in the target language Expressions and vocabulary to communicate preferences A variety of dialects and registers and their impact on oral and written language Concepts of formal/informal forms and their sociolinguistic impact A variety of sources to develop an understanding of the language Personal strengths and areas of need to develop realistic goals

Big Ideas – Elaborations

Self

- a deep knowledge an individual's identity and the impact of language

Curricular Competencies Elaborations

language structures

- for example, idiomatic expressions, sentence structures, and negative structures

language families

- common sociolinguistic ancestry

strategies

- for example, using context, prior knowledge, cognates, and similar words in first language

target language

- the language the student has chosen to learn

register

- usage, communicative purpose, social context, social status, vocabulary, pronunciation and syntax

dialect

- regional variations in vocabulary and pronunciation

texts

- “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).

Content – Elaborations

language families

- common sociolinguistic ancestry

language structures

- for example, idiomatic expressions, sentence structures, and negative structures

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target language

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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: Ensure alignment with the [Principles of Quality Assessment](#)

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?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

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 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:

Possible choices:

Video: [Language Matters with Bob Holman: A Film by David Grubin](#)

Article: How children learn language—what every parent should know William O’Grady

Linguistic decoding puzzles: <http://nacloweb.org/practice.php>

Digital Resources:

- Apps: Duolingo, Memrise, HelloTalk, Babbel, Fluent Panda;
- Websites: www.FluentU.com, www.omniglot.com, www.bbc.co.uk/languages/, www.linguaholic.com
- Videos: www.ted.com/talks/deb_roy_the_birth_of_a_word,
- https://www.international.gc.ca/cil-cai/country_insights-apercus_pays/ci-ic_ca.aspx?lang=eng;
- <https://www.youtube.com/watch?v=YMyofREc5Jk>,
- https://www.ted.com/talks/annie_murphy_paul_what_we_learn_before_we_re_born?language=en,
- http://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies?language=en,
- <http://ed.ted.com/lessons/do-animals-have-language-michele-bishop>
- article: <http://www.bbc.com/future/story/20121016-is-language-unique-to-humans>