

ELL INTERMEDIATE: COURSE OUTLINE

ROOM: C105

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Welcome to Panorama Ridge!

What is the purpose of ELL?

British Columbia is a diverse society. This means that people from all over the world live and work in our province. In our school, many students have a primary language (or languages) other than English. This course is designed to help you develop your individual potential as you learn English so that you can better access the BC curriculum. We will work on specific literacy skills (e.g. reading, writing, and speaking strategies) while also engaging with a number of academic topics that you may come across in your other courses.

Throughout the course, you will be challenged to do the following:

- Apply specific strategies to **comprehend & connect** ideas
- Think **critically** and **creatively** about the world, different perspectives, and values
- Effectively **communicate** your ideas orally as well as in writing

Expectations:

Classroom Conduct: (Three Rs)

- Respect learning and effort
- Respect yourself and others
- Respect your class and school community

Food/Drink:

- Students may bring **water** to class
- Food/snacks must be consumed on breaks.

Technology:

- Allowed at teacher's discretion

Late Assignments:

Every lesson, activity, or assignment you complete **builds upon** previous work.

Therefore, it is crucial that you submit your work on time.

If you feel you will be unable to meet a due date, see me to discuss an alternative date **before** the assignment is due (not after).

Together, we will develop a strategy to help you succeed.

If you are away, it is your responsibility to check the class team to find out what you've missed.

Lates & Absences

Since every lesson will build upon the previous day's discussions, it is **very** important to attend class regularly and on-time. Occasionally, something comes up and we are late. However, chronic (**consistent**) lates/absences are problematic and will result in the following:

- *A conference with me.* Together, we will identify how I can support your attendance
- *A conference with parents.* I will review our in-class strategy and discuss how we can work together to support your attendance.
- *A conference with support staff.* If there is no improvement, I will work with the school administration and/or school support workers to create a learning contract.

Intellectual Honesty:

Copying text/materials/graphics and/or ideas from another **student**, from **published sources**, and/or from the **internet** without proper citation is not permitted and is called plagiarism. Acts of plagiarism will result in a make-up assignment and/or a conversation with parents and administration.

Assessment:

Most of the learning activities in this course are **formative**. This means that you will receive detailed **feedback** during discussions, warm-ups, minor assignments, and other types of informal check-ins. This feedback will help prepare you for **summative** assessments (that help determine your proficiency level). Your proficiency will be based on a combination of assignments that correspond to the following language skills:

Reading & Viewing

- Word attack skills (use of root words, prefixes, suffixes, & context clues)
- Comprehension (vocabulary, main ideas, genres, & making inferences)
- Forming text connections, opinions, & reactions

Writing & Representing

- Function (Expressing an opinion & supporting it with specific supporting evidence and explanations)
- Form (structure / organization)
- Experimenting with word choice & sentence variety
- Conventions (capitals, punctuation, spelling, grammar, etc)

Oral Language

- Using language for a variety of purposes (e.g. interacting with peers, discussing academic content, etc)

Feedback on summative assessments will be provided via written comments and/or rubrics. ELL utilizes the following levels to describe language proficiency in the areas of reading, writing, & oral language:

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
The student is in the beginning stages of language development,	The student is showing progress in developing their language skills,	The student is expanding (building upon) their language development to further access classroom learning outcomes	The student is consolidating (putting together) their language skills in the academic environment	The student is bridging (crossing over) to the grade-level language proficiency of their peers