

# English Language Development

**TEACHER:** Mr. Mayer

**Classroom:** TBA

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## Course Overview

ELL Language Development is a course designed to increase English fluency and accuracy of communication in classroom and social situations. It equips students to build relationships with others and participate in Canadian society as informed citizens. It gives students the opportunity to explore Canadian society, cultural norms and customs to prepare them for a successful future in Canada.

## Course Goals

- *Listening and Speaking:* students can participate in a conversation on everyday topics using simple structures.
- *Reading:* students can use a few strategies to read and understand simple text and make personal connections to text.
- *Writing:* students can use basic high-frequency vocabulary to create simple sentences or a paragraph
- **Cultural Competence:** The student can identify differences and similarities between Canadian culture and their heritage culture while maintaining an appreciation of both.

## Themes and Learning Topics

- **Home Life:** cultural values, hygiene, needs and wants, immigrations stories, first people stories
- **City Life:** community resources and services, transportation systems, Canadian monetary system,
- **School Culture:** cultural diversity, personal identification and information, advocating for oneself
- **Canadian Places and Culture:** compare and contrast Canadian traditions, holidays and places with one's home culture and place.
- **Social Connections:** maintaining relationships, reflection on emotions and actions, etiquette and social skills, social norms

## Class Expectations

- Have a vision for the future—dream big
- Make your voice heard
- Be a learner not a finisher—the grade is not the goal (learning is)
- Lean into the daily struggle of learning—don't give up when it gets hard
- Own your own education--set goals and reach for them
- Own your community--respect yourself and others

## Class Norms

- Please keep your mask on and social distance when you are in our class due to COVID-19. Students are also encourage to use hand sanitizer when entering the classroom
- Complete all of your assignments on time. Communicate (talk, email, phone) in advance if you can't turn in an assignment.
- Attend class daily and come on time
- Manage your own device(s) so the teacher. Check emails and chats at break or after school.
- Bring your own supplies--including a device. Don't beg others for them. If you can buy your supplies for some reason, let me know.

## Class Supplies

- 5 pencils
- 3 whiteboard markers (red, blue and black)
- Lined paper
- Laptop (if available)

## Assignments

- All About Me
- School and Growth Mindset Letter
- Classroom Conversation Creation
- My Dictionary Assignment
- Places in Surrey
- Similarities and Differences Presentation
- Current Event in Canada Summaries

## Assessment:

Most of the assessment in this course will be formative. It will give students constant feedback opportunities where they are in their learning and what they need to do to move forward in their learning. There will also be summative assessments that will be used to determine final grades. The grade will represent the improvement they have made in reference to standards below. Students who meet the “Developing” descriptors in reading, writing, listening and speaking will meet the language requirements of this course.

ASPECT	Starting (1)	Emerging (2)	Developing (3)	Expanding (4)	Bridging (5)
Writing Snapshot	The student uses some simple words and/or repetitive phrases to communicate.	The student uses basic vocabulary to create simple sentences or a paragraph.	The student uses a range of vocabulary with some descriptive words to create sentences and paragraphs and communicate ideas.	The student uses a wide range of descriptive, subject-specific, and academic vocabulary to make connections and communicate ideas in multi-paragraph compositions.	The student uses a broad range of precise, descriptive, subject specific, and academic vocabulary with clear and coherent details in multi-paragraph compositions.
Reading Snapshot	The student can begin to recognize common words and phrases and begin to make meaning of text.	The student can use a few strategies to read and understand simple text and make personal connections to text.	The student can use strategies to decode unfamiliar words and text and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.

Speaking and Listening Snapshot	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in conversations about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
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## Help and Support

More than anything I want you to be successful this year. If you need help, please come talk to me or send me an email. I'm looking forward to a great year!