



BAA ELL Introduction to English Language and Culture 10

School District/Independent School Authority Name: Powell River School District 47	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 47
Developed by: Michelle Doyle	Date Developed: April 23, 2023
School Name: Brooks Secondary School	Principal's Name: Mrs. Jasmin Marshman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: ELL Introduction to English Language and Culture 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

NONE

Special Training, Facilities or Equipment Required:

ELL trained and experienced teacher preferred to teach the course

Class website access

Wi-Fi Access

Course Synopsis:

This course is for secondary students new to Canada and to British Columbia. It is designed for students who are learning English as a second language for the purpose of academic studies in the BC curriculum or for a short-term cultural experience in a BC school. The direct purpose of this course is to immerse ELL students in studying, using, and learning necessary English upon arrival in Canada to prepare them for their curricular studies and to develop personal initiative in their study of English and academic courses. An additional purpose of this course is to begin ELL students learning through experiential activities and texts that orientate them to their homestay family, to the SD47 International Student Program, to their school and the culture of learning in BC, and to the local community. A strong peer community will be established as students begin to make connections with each other through the course.

Goals and Rationale:**Rationale**

Students come from a variety of linguistic and cultural and backgrounds. Support transitioning into BC schools requires specific school related language development. This ELL course is designed for secondary students whose primary language is not English and who require additional English language support and understanding of local culture to access the B.C. curriculum and reach their potential. Upon arrival in BC, students will benefit from immediate English language instruction and practice in reading, writing, and oral language and to experience the types of learning activities that they face in other classroom settings. Students will also benefit from immediate English language connected to activities that orientate them to their new experience in a Canadian family, a BC school, and a local coastal community. Their first weeks in BC and their introduction to all areas of their life in Canada are crucial in establishing a sense of well-being and to set students up for success.

Goals

- 1) Learn classroom English, content language, routines, expectations and culture necessary for participation in a BC school environment.
- 2) Establish a regular self-study routine including reading, writing, grammar and vocabulary study, and use of oral language.
- 3) Improve English reading and writing fluency through typical assignments such as an independent book study, journal writing, etc.
- 4) Gain confidence in conversational English and integrate smoothly into the new homestay family by developing the habit of having daily conversations and understanding the cultural norms of Canadian families.
- 5) Increase exposure to and understanding of Canadian culture and background information through activities in reading and writing.
- 6) Increase preparation for enrollment in regular academic subjects.

- 7) Establish a personal sense of well-being and connection to their new home by having a positive start to their life in Canada as international students.
 - 8) Adapt and integrate positively into their Canadian family by participating in family life and understanding the cultural norms of Canadian families.
 - 9) Understand and engage in the opportunities, expectations, and responsibilities of the International Student Program for over-all well-being and a positive and successful Canadian experience.
 - 10) Learn essential and cultural language connected to their family, school, and community experience.
- Province of British Columbia, "Vision for Student Success", *The Educated Citizen*, British Columbia, 2020.
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/vision-for-student-success>

Aboriginal Worldviews and Perspectives:

Exposure and awareness of local Aboriginal culture is an important part of the Cultural studies element of the course and will be presented throughout. The following 4 characteristics of Aboriginal Worldviews and Perspectives will influence the course.

- **Connectedness and Relationship** – This ELL course will encourage students to connect their learning and reading to themselves and their world, in a way that helps them to make greater meaning of their learning.
- **Emphasis on Identity** - As newcomers to BC, and in creating a sense of community among new students, assignments will often reflect their own family origin and cultural identity. There is also emphasis on recognizing students' personal goals, strengths, and areas of learning need because each student comes to this program with a different level of English fluency and a unique purpose of attending school in BC.
- **The Power of Story** – Oral storytelling is a positive way to develop expressive and receptive oral language skills and express personal identity within a group. Local BC story will be included in the literature selections.
- **A Positive, Learner-Centred Approach** – Hands on learning experiences and personal choice is embedded in the instructional techniques as language acquisition is most effective when connected to experiences and self.
- **Language and Culture** – A focus on English language learning through cultural experiences is a basis for the course. However, a respect for student's own languages and other languages spoken in Canada including Aboriginal languages and French will be embraced.

"ELL students' cultural identities should be honoured by instructional practices (including Indigenous pedagogical practices); educators should teach both ELL students and non-ELL students about cultural diversity, cultural identity, Aboriginal perspectives and inclusiveness"
(ENGLISH LANGUAGE LEARNING (ELL) STANDARDS 2017)

British Columbia Ministry of Education, “Aboriginal Worldviews and Perspectives in the Classroom, Moving Forward”, Queen’s Printer Publishing Services, Province of British Columbia, 2015. https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf

BIG IDEAS

Developing a regular study habit in English is a valuable method of improving fluency in all aspects of English Language development essential for success in accessing the BC curriculum.

Effective communication skills in reading and writing in English are difficult to attain but essential for success in meeting the BC curriculum in all subjects.

Building confidence in using conversational English is essential for not only academic success, but for integrating into life in Canada and for student well-being.

Students new to British Columbia need to have an understanding and awareness of the common classroom language used and of the culture of learning in a Canadian classroom for success and happiness in school.

A deep understanding of the cultural norms, routines, and expectations of Canadian families and schools helps international students integrate smoothly and function happily in their homestay family and school environment.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Use strategies to decode unfamiliar words and text • Use strategies such as re-reading and predicting • Begin to read in meaningful phrases • Understand literal meaning of simple text • Retell simple text to show understanding of main idea • Begin to make inferences • Record and organize relevant information from text • Locate specific information in a text and take notes to demonstrate understanding • Understand some cultural references in text • Make some personal and world connections to text • Offer simple opinions and reactions to text • Begin to give reasons for personal connections to text 	<p><i>Students are expected to know the following:</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Some word families, word roots, high frequency words • Decoding strategies • A variety of common words and 'content' words • Strategies for identifying important details and main idea • Purposes of some different types of text <p>Writing</p> <ul style="list-style-type: none"> • Some common vocabulary, academic, and subject-specific words, and some academic words • Grammatical structure for simple and compound sentences • Basic structure of a short paragraph • Common spelling rules, accurate spelling of familiar words

<ul style="list-style-type: none"> • Make simple connections to back- ground knowledge <p>Writing</p> <ul style="list-style-type: none"> • Communicate in a way that is generally understandable • Use numerous common, academic, and subject-specific words, and some academic words • Experiment with using expressive language • Use some connecting words. • Elaborate on main idea with some relevant details and examples • Write some loosely organized sentences in a short paragraph • Begin to use some grammatical structures, including some plurals and 'simple' tenses • Use accurate spelling for familiar words, common rules and invented spelling • Use common punctuation and capitalization accurately • Edit and revise some simple text <p>Oral Language</p> <ul style="list-style-type: none"> • Participate in everyday conversations about familiar topics and some academic and cultural content. • Understand short, simple sentences on familiar topics • Express some personal information • Express a variety of words and phrases about self, family and interests • Express some academic words to describe and speak about academic content • Recognize familiar words in speech • Understand and use correct word order (subject-verb-object) • Connect ideas to make short sentences • Use some rhythm and intonation • Respond to simple choice questions • Respond to simple instructions and commands • Respond to some common expressions, cues and slang • Watch others and recognize key words to participate in activities and conversations • Respond to "what", "when" and "who" questions • Respond to common instructions and commands • Respond to and use common social expressions, cues and slang • Express simple opinions and reasons to participate in classroom conversations • Use some academic language to participate in conversations and academic discussions <p>Independent Learning</p>	<ul style="list-style-type: none"> • Common punctuation and capitalization rules <p>Oral Language</p> <ul style="list-style-type: none"> • Some common words related to school, self, home and culture • Routine classroom phrases, instructions, and vocabulary • Some familiar and memorized phrases and academic tasks • Correct word order (subject-verb-object) • Some common social expressions, slang and idioms <p>Independent Learning</p> <ul style="list-style-type: none"> • Independent learning skills and habits for success • Personal strengths and areas for improvement in English <p>Cultural Studies</p> <ul style="list-style-type: none"> • Common classroom rules and expectations in a BC School • Differences and similarities among teachers, classrooms, expectations, rules, assignments, etc. • Appropriate ways to address teachers and adults in school • The important people at school to access for help, both personal and academic • Cultural norms among Canadian classroom peers • Common western teaching practices and learning styles • Inquiry and project-based learning approach • Ways and topics to initiate conversations with host family
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<ul style="list-style-type: none"> • Establish a routine of self-study in English including daily reading, writing, grammar practice, vocabulary study, etc., • Maintain personal vocabulary lists for study. • Participate in individualized learning such as independent book study • Set goals for personal English progress <p>Cultural Studies</p> <ul style="list-style-type: none"> • Communicate respectfully with teachers and adults in a BC school. • Ask for help and clarification using appropriate questioning language. • Use specific technology and multimedia programs and tools effectively in English • Attempt to communicate with Canadian students in the online setting. • Use materials and classroom tools appropriately. • Use survival language in the school and classroom setting. • Participate in inquiry projects • Use social language appropriately. • Converse with host family daily. 	

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Possible outline for daily independent work on the course.

- Khan Academy Grammar practice (grammar)
- Online independent book study (reading)
- Vocabulary building for homestay and school (vocabulary)
- Journal writing (writing)
- English movie of the week (listening) & review (oral, writing)
- Weekly Class Online conversation (speaking, listening, conversation)
- Daily conversation with Homestay family (conversation)
- Power point online personal introduction presentations (oral)
- Study/HW habits goals, plan
- Other online tools of choice such as IXL, FluentU, BBC Learn English, Audible, etc.

Content – Elaborations

The course will use a combination of the Cultural Studies and Academic Literacy competencies and content. The content of the literature and discussions will focus around Canadian, BC, and school culture while the activities, assignments, projects, and skill development will use the Canadian content to practice and improve English language skills.

Academic Literacy Curricular Competencies have been taken or adapted from:

BC ELL Standards, Secondary, Ministry of Education, 2017. <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

Guidelines for Board/Authority Authorized English Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels, British Columbia, 2018.

Recommended Instructional Components:

Instruction of the Big Ideas, Learning Competencies, and Content reflects the organizational structure of all ELL courses in that it encompasses the two major categories: Cultural Studies and Academic Literacy. Instruction and activities should connect both academic literacy with the cultural studies. Specific objectives of these two components may be taught in isolation when necessary, but primarily they overlap throughout the course.

- Individual Grammar practice
- Personal vocabulary lists and study
- Independent and/or class book study
- Journal writing (reflective and literary response)
- English movie of the week & review
- Weekly Online conversation participation
- Daily conversation with Homestay family and course classmates
- Power point online presentation
- Study/HW habits goals & personal plan
- Personal use of online tools such as IXL, FluentU, BBC Learn English, Audible, etc.
- Group work
- Class website discussions
- Written and oral response assignments including paragraph and essay writing
- Inquiry project
- Multi-media assignments
- Ongoing portfolio development

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Assessment for learning is priority over assessment of learning in this preparation course. The purpose of assessment in this short course is to inform the ELL teacher and student of their strengths and areas for growth moving forward into further ELL study and academic subject area courses in BC. Therefore, assessment will support some important goals.

1. To assess English Language Proficiency Skills and levels at the end of the course prior to beginning academic courses in BC (summative).
2. To assess understandings of the culture of learning in BC and of specific content introduced.
3. To assess for learning in both social and academic language skills in order to both inform next learning steps and determine areas of strength.
4. To assess what students can do in areas of reading, writing, and oral language.
 - Province of British Columbia ELL Standards (Secondary Matrix for reading, writing, oral)
 - Writing Sample
 - Teacher-student interview
 - Oral read-aloud, comprehension interview, and reader response assessment
 - English Proficiency Assessment (SLEP, etc.)
 - Fountas and Pinnell Benchmark Assessment <https://www.fountasandpinnell.com/assessment/>
 - Pearson Developmental Reading Assessment (DRA) <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Developmental-Reading-Assessment-%7C-Third-Edition/p/100001913.html>
 - Content, grammar, vocabulary quizzes
 - Participation and completion of online activities
 - Teacher checklist and inventory
 - Teacher online observation
 - Student survey
 - Personal Self-Evaluation of English development
 - Self-inventory of independent learning and study habits
 - Student presentation of learning
 - Online portfolio of learning

Province of British Columbia, “Principals of Quality Assessment”, BC’s New Curriculum, British Columbia, 2020.
<https://curriculum.gov.bc.ca/assessment-info>

Learning Resources:

A selection of the following materials and resources may be used according to teacher and student preferences.

- Scholantis Course Website <https://portal.sd47.bc.ca/class/h4o8mog/Pages/default.aspx#/=>

Literature

- Selected Novel Studies: Cariboo Runaway, Holes, Touching Spirit Bear, Tuck Everlasting, Indian Horse, The Breadwinner, Charlie and the Chocolate Factory, Tom's Electric Light, True Story of Balto, Hatchet, Stargirl, BFG, Tiger Rising
- Selection of various English movies: Bears, Snow Dogs, Castaway, Night at the Museum, The Princess Bride, Holes, The Breadwinner, Call of the Wild
- Penguin ELL Readers <https://www.penguinreaders.co.uk>
- Puffin Classics <https://www.penguinrandomhouse.ca/series/DT1/puffin-classics>

Textbooks:

- Communication Beginnings: An Introductory Listening and Speaking Text for English Language Learners, BC Campus Open Ed <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=e9d80e9f-5401-434c-86e1-d3eba7aa522f&contributor=&keyword=&subject=English%20Language>
- In the Community: An Intermediate Integrated Skills Textbook, BC Campus Open Ed <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=3988a71f-654e-4c7c-b662-1bd7fe4fffe&contributor=&keyword=&subject=English%20Language>
- Kaskens, Anne-Marie, A Beginning Look at Canada. Pearson-Longman, 2010. <https://www.pearsonerpi.com/en/elt/reading/a-beginning-look-at-canada-student-book-133551>

Teacher Resources:

- BC ELL Standards, Secondary, Ministry of Education, 2017 <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>
- Second Story Press ESL guides, 2018 <https://secondstorypress.ca/esl-guides-canada>
- ESL Library <https://esllibrary.com/blog/new-2020>
- What in the World <https://www.lesplan.com/en/publications/what-world>
- Building Bridges <https://www.lesplan.com/en/publications/building-bridges>
- The Canadian Reader <https://www.lesplan.com/en/publications/canadian-reader/issues/canadian-reader-issue-8>
- SD 47 Apps and websites for intermediate students <https://portal.sd47.bc.ca/my/pages/intermediate.aspx#/=>

Online learning sites:

- BBC Learn English <https://learnenglish.britishcouncil.org>
- Fluent U <https://www.fluentu.com>
- IXL https://ca.ixl.com/?partner=google&campaign=71592328&adGroup=2429438848&gclid=EAlaIqobChMIsegu6cLD6gIVlwnnCh1twQ5BEAAYASAAEgKNVfD_BwE

- Khan Academy <https://www.khanacademy.org/coach/dashboard>
- Audible <https://stories.audible.com/discovery>
- Learn Now BC <https://www.learnnowbc.ca>
- EPIC https://www.getepic.com/?utm_channel=search&gclid=EAlaIQobChMIgt_S4MTD6gIVlxatBh3jEg6_EAAYASAAEgLQJfD_BwE
- Reading A-Z <https://www.readinga-z.com>

Additional Information: