



English Language Development 11

School District/Independent School Authority Name: Powell River School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 47
Developed by: Michelle Doyle	Date Developed: April 9, 2021
School Name: Brooks Secondary School	Principal's Name: Bill Rounis/Shannon Behan
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 06/15/2021	Board/Authority Chair Signature:
Course Name: YESFL11B (English Language Development 11)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

BAA Introduction to English Language and Culture 10 or another ELL 10 course recommended.

Enrollment is dependent on English language ability, English language assessment, grade level of student, and discretion of the ELL teacher.

(Student Profile)

This course is designed for the student who:

- has limited English fluency skills
- requires additional practice and confidence in oral language including speaking and listening
- is not reading and comprehending at grade level
- has limited vocabulary and grammar skills
- requires writing skills to be developed in order to be successful in the Graduation Program

Special Training, Facilities or Equipment Required:

It is recommended that teachers have the training/experience relevant to the teaching of English Language Learning (ELL) in a secondary school setting and familiarity with the requirements of senior English Language Arts curriculum.

Classroom space with instructional technology, as well as access to the school library and computer/tablet/Wi-Fi access will be required for students to meet the outcomes of the course.

Course Synopsis:

This course is a continuation of BAA ELL 10 courses. It is meant for secondary students new to Canada and to British Columbia and 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. It extends the use of reading, writing, speaking and listening skills using more complex language and meets the specific needs of ELL students regarding language, culture and confidence, in preparation for and in conjunction with secondary academic courses. This course enables English Language Learners to begin to examine literature and academic reading materials as well as begin learning writing structures necessary for academic writing assignments. The four main English language skills of reading, writing, listening and speaking will be refined as students continue to improve fluency and develop skills necessary for integration and success in BC Graduation Program courses.

Goals and Rationale:**Rationale:**

English Language Learning students come from a variety of linguistic and cultural backgrounds. This ELL course is designed for secondary students whose primary language is not English and who require additional English language support and instruction to access and integrate successfully into the BC curriculum. Upon continuing studies in BC, students will benefit from a progression of English language instruction and practice to develop fluency in reading, writing, and oral language and to experience learning activities that they face in BC classrooms. Continued support for success in BC schools requires specific academic related language, skills, and background knowledge to help bridge the gap between their language limitations and the expectations of their BC classrooms.

Goals:

- 1) Learn and improve English content language and vocabulary necessary for success in a BC school environment and academic courses.
- 2) Improve English reading fluency using typical assignments through a variety of genres such as novel study, short story, non-fiction, etc.
- 3) Develop a variety of longer writing texts such as paraphrasing, paragraphs, essays, research, lab writing, etc.
- 4) Establish a regular routine of self-study in English including grammar, personal vocabulary lists, daily reading and writing, etc.
- 5) Gain confidence in academic oral skills in English and integrate smoothly into classroom discussions, group work, and oral presentations.
- 6) Increase exposure to and understanding of Canadian culture through activities in reading, writing, viewing and discussion.
- 7) Increase common background knowledge in content areas such as English, Social Studies, Sciences, Environment, etc.

- 8) Provide a supportive learning environment and international student community where language learners feel safe, welcome, confident and comfortable, while they continue to develop language skills and become part of the greater school community.
- 9) Provide a learning environment that meets unique ELL needs, that allows flexibility, and differentiates for student strengths, interests, learning needs, and purpose for attending school in BC.

*“Educators should be committed to students’ language needs pertaining **both** to their [English] proficiency levels and also to the subject-specific knowledge from content-area classes” (English Language Learning Standards, 2017).*

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 Indigenous culture is an important part of the Cultural studies element of the course and will be presented throughout. The following four characteristics of Indigenous 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 Indigenous stories 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 and language experiences is a basis for the course. However, a respect for student’s own languages and other languages spoken in Canada including Indigenous 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

Increasing reading comprehension towards grade-level reading in English is a valuable method of improving fluency in all aspects of English Language development and is essential for success in accessing the BC curriculum.

Competent writing skills in English are difficult to attain but essential for success in meeting the BC curriculum in all subjects.

Building confidence in using academic oral language skills in English is essential not only for academic success, but for integrating into the classroom community and for student well-being.

ELL Students in British Columbia need to experience academic language and common academic activities at the secondary level in order for success and happiness in school.

ELL students have individual language acquisition needs and must continue to gain background knowledge and language skills in all areas of fluency for academic success.

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 context clues and knowledge of root words, prefixes and suffixes to make meaning of long words. • Read some complex letter combinations. • Read with expression and self-correct for meaning • Understand a range of complex words, including words with several meanings • Locate specific information in a text and take notes to demonstrate understanding • Understand some cultural references in text • Begin to distinguish the purpose and features of a variety of text • Offer judgements and provide reasons and opinions about text • Make logical connections with background knowledge <p>Writing</p> <ul style="list-style-type: none"> • Elaborate on and express main idea with relevant details and examples • Communicate in a way that is understandable • Use of range of strategies to write multiple sentences and paragraphs 	<p><i>Students are expected to know the following:</i></p> <p>Reading</p> <ul style="list-style-type: none"> • Meanings of word roots, prefixes and suffixes • Decoding strategies for complex letter combinations • A variety of 'content' words • Synonyms • Strategies for identifying important details and main idea • Summarizing and paraphrasing strategies • Purposes of some different types of text • Non-fiction text features and elements of fiction <p>Writing</p> <ul style="list-style-type: none"> • Expression and summarizing of main idea • Some common vocabulary, academic, and subject-specific words, and some academic words • Sentence types and clauses • Plurals, verb tenses, adjectives, adverbs and parts of speech

<ul style="list-style-type: none"> • Use a variety of academic, subject-specific, and descriptive words • Write with a variety of sentence types and clauses • Use some expressive and figurative language, attempting to engage the reader • Use a range of cohesive devices and transition words and phrases • Write an effective introduction and a clear middle and conclusion in well-developed paragraphs • Write with an increasing awareness of genre • Use a variety of grammatical structures with increasing accuracy, including plurals, tenses, adjectives and adverbs • Attempt to spell some challenging words • Use common punctuation accurately and experiment with other punctuation • Edit and revise complex text <p>Oral Language</p> <ul style="list-style-type: none"> • Understand some complex tasks and academic language • express a range of words to describe and speak about academic content • Understand and use some negative phrases and subject-verb agreement • Use a variety of rhythm and intonation • Respond to “how”, “why” and “tell me about” questions • Respond to multi-step instructions and commands • Switch between social and academic language appropriately • Express opinions and 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"> • Establish a routine of self-study in English including daily reading, writing, grammar practice, vocabulary study, etc., • 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 classroom setting. • Participate in inquiry projects • Use social language appropriately. • Converse with host family, teachers, and classmates daily. 	<ul style="list-style-type: none"> • Format of an effective paragraph including introductions and conclusions • Transition words and phrases • Figurative and descriptive language techniques and devices • Common spelling rules, accurate spelling of familiar words, decoding strategies for complex words • Common punctuation and capitalization rules • Edit and revision techniques <p>Oral Language</p> <ul style="list-style-type: none"> • Common language related to school, self, home and culture • How to respond to questions appropriately • Some common social expressions, slang and idioms • Differences between social and academic language • Strategies for participating in conversations <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"> • Differences and similarities among teachers, classrooms, expectations, rules, assignments, etc. • Cultural norms among Canadian classroom peers and teachers • Strategies for success in academic classroom settings • Inquiry and project-based learning approach • Ways and topics to initiate conversations with host family
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Big Ideas – Elaborations

Curricular Competencies – Elaborations

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.

Differentiation of instruction and assessment should align with the recommended structures found in the BC English Language Learning Standards (p. 51-52) document appendix A “ELL Supports and Strategies by Level” on Explicit Language Instruction, Differentiation, Culturally Responsive Practices, and Resources.

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

Content – Elaborations

Content Knowledge reflects the background knowledge about writing and literature that Canadian students entering Literary Studies 11 will have already learned.

Differentiation of instruction and assessment should align with the recommended structures found in the BC English Language Learning Standards (p. 51-52) document appendix A “ELL Supports and Strategies by Level” on Explicit Language Instruction, Differentiation, Culturally Responsive Practices, and Resources.

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

Academic Content has been taken or adapted from:

Content – Elaborations

- 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:

The course may be divided into Literary Studies focus units such as short story, drama, poetry, novel study, Indigenous content. Otherwise, the teacher may choose short thematic units according to student interest and English proficiency level in which to integrate the following elements.

- Individual grammar practice and classroom grammar lessons
- Personal vocabulary lists and study with weekly content specific vocabulary
- Independent book study or class novel study if appropriate to differentiated skills
- Paragraph and essay writing instruction and practice
- Journal writing (reflective and literary response)
- Non-fiction reading and writing opportunities
- Power point online personal presentations
- Personal English inventory and goal setting
- Personal use of online tools such as IXL, FluentU, BBC Learn English, Audible, etc.
- Group work
- Class website
- Written and oral response assignments
- Inquiry project
- Multi-media assignments
- Ongoing portfolio

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 beginning and end of the course to track improvement and guide next steps in academic course selection and continuation of ELL courses.
 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.
 5. To assess for grade level reading ability.
- 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, IPT, Maculaitis Assessment of Competencies, 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>
 - Ongoing content, grammar, vocabulary quizzes
 - Participation and completion of online activities
 - Teacher checklist and inventory
 - Teacher 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 need and 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, Penguin Romeo & Juliet, Penguin Macbeth
- Selection of various English movies: Bears, Snow Dogs, Castaway, Night at the Museum, The Princess Bride, Holes, The Breadwinner, Call of the Wild
- Pearson English Graded Readers <https://www.pearson.com/english/catalogue/readers.html>
- Penguin ELL Readers <https://www.penguinreaders.co.uk>
- Puffin Classics <https://www.penguinrandomhouse.ca/series/DT1/puffin-classics>
- Selected excerpts from Literary Studies 10 and 11 literature

Textbooks:

- Azar-Hagen Grammar Series Fifth Edition <https://www.pearson.com/english/catalogue/skills/azar-hagen-grammar.html>
- 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>
- Azar-Hagen Grammar Series Fifth Edition <https://www.pearson.com/english/catalogue/skills/azar-hagen-grammar.html>

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>

Online learning sites:

- SD 47 Apps and websites for intermediate students <https://portal.sd47.bc.ca/my/pages/intermediate.aspx#/=>
- 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>
- Tumble Books <https://www.tumblebooks.com/>
- Teen Book Cloud <https://www.teenbookcloud.com/Default.aspx?ReturnUrl=%2fHome.aspx>
- Tumble Book Cloud Junior <http://www.tbcjr.com/home.aspx>

Additional Information:

English Language Development 11 completion is recommended before enrollment in English Language Arts 11 courses.