



English Language Development 12

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: YESFL12A (English Language Development 12)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

BAA English Language Development 11 is 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 and is enrolled in academic BC curriculum
- 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 regular English 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 curriculum.

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

Course Synopsis:

This course is a continuation of BAA English Language Development 11. It is meant for secondary students with some, but limited experience in Canada and British Columbia and is designed for students who are continuing to progress in their learning of 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. This course focuses on refining the strategies needed to communicate at a more complex level of English. It facilitates the use of reading, writing, speaking and listening skills using more complex language to meet the specific needs of ELL students enrolled in secondary academic courses. This course enables English Language Learners to further examine literature and academic reading materials and improve writing structures necessary for academic writing assignments. The course presents activities that further the student's English competency towards fluency for success in BC schools.

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 for success in the B.C. curriculum. Additional support is required for students who are in grade 12 and may be attempting to meet BC graduation requirements. 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 their regular classroom setting. Continued support for success in BC schools requires specific academic related language, skills, and background knowledge in order to further develop communication competence.

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 academic writing requirements such as essays, research, responding to reading, etc.
- 4) Gain confidence in academic oral skills in English for improved participation in classroom discussions, group work, and oral presentations.
- 5) Increase common background knowledge in content areas such as English, Social Studies, Sciences, Environment, etc.

- 6) 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.
- 7) Provide a learning environment that meets unique ELL needs, that allows flexibility, and differentiates for student strengths, interests, learning needs, purpose for attending school in BC, and academic course requirements.

*“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

Established reading comprehension strategies in a variety of reading genres and for diverse purposes is essential for successfully completing courses the BC curriculum and becoming a fluent reader.

Competent writing skills in English are difficult to attain and need continual refining. Ability to respond to content with academic writing skills is essential for success in meeting the BC curriculum in all subjects.

Students with confident oral language abilities will be able to connect and engage with students, teachers, and classroom activities in meaningful ways that lead to academic success and personal achievement in English.

English language learners continue to grow towards fluency through engaging in background knowledge, vocabulary, and language skills specific to academic secondary courses.

Ability to recognize personal strengths and areas for improvement is essential for continued growth in English fluency in all areas of language development.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Writing</p> <ul style="list-style-type: none"> Express ideas related to a purpose, with specific details and examples Communicate in a way that is consistently understandable Use a wide range of strategies to write complete paragraphs on a topic Use a wide variety of precise academic, subject-specific, and descriptive words Write with a variety of sentence types to suit purpose and style Use creative, expressive and figurative language to engage the reader Use a wide range of cohesive devices with precision in a variety of different texts 	<p><i>Students are expected to know the following:</i></p> <p>Writing</p> <ul style="list-style-type: none"> Various purposes for writing including persuasion, literary response, narrative, expository, descriptive Essay writing process and format Grammar necessary to write a variety of sentence types Academic, subject-specific and descriptive vocabulary Figures of speech Rule of punctuation

- Provide a purposeful introduction, well-developed middle, and effective conclusion
- Write with an awareness of a wide variety of genres
- Use a wide range of grammatical structures with accuracy , including a variety of plurals and tenses
- Spell challenging words with increasing accuracy
- Use most punctuation with accuracy
- Edit and revise extended complex text

Reading

- Select from a wide range of strategies to successfully read unknown words
- Read long words and complex letter combinations
- Read smoothly with expression
- Understand a wide range of words, including academic language
- Understand both explicit and implicit information
- Understand a range of figurative language & cultural references in text
- Distinguish the purpose and features of a wide range of different text
- Make and support thoughtful connections with new texts, experiences, and the world

Oral Language

- Understand complex phrases and academic content
- Express a wide range of conversational and academic words and phrases
- Use different words with similar meanings
- Understand and use accurate word order and verb tenses
- Connect ideas effectively and efficiently by using a variety of sentence structures
- Use natural and appropriate rhythm and intonation

- Editing and revision strategies

Reading

- Word attack strategies
- Patterns and habits in English expression including pausing, intonation, etc.
- Figurative language
- Purposes of fiction and non-fiction text
- Complex letter combinations and sounds
- The difference between implicit and explicit language

Oral Language

- Complex phrases and common academic language
- Conversational strategies
- Synonyms
- Verb tenses
- Sentence structures
- Patterns in expression in English
- Modal verbs for hypothetical conversations
- Idioms, humour, etc.
- Content language for specific courses
- Manners and conversation norms
- Cultural language cues
- Body language habits
- Listening strategies
- Appropriate classroom oral behaviours

- Ask and respond to questions, including hypothetical or reasoning questions
- Respond to long and complex directions
- Understand and use common idioms, cultural language and humour
- Use academic language and questions to engage in a range of discussions

Independent Learning

- Identify personal strengths and weaknesses in English
- Make a plan for personal improvement in areas of weakness
- Communicate personal strengths and weaknesses with teacher
- Advocate for self

Independent Learning

- Areas of English language development including reading, writing, speaking, listening, pronunciation, comprehension, fluency, intonation, etc.
- Strategies for improvement in English language areas

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 students entering Literary Studies 12 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 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, MAC Proficiency, 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 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 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, 11, and 12 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-b662-1bd7fe4ffffe&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>
- SD 47 Apps and websites for intermediate students <https://portal.sd47.bc.ca/my/pages/intermediate.aspx#/=>

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=EAlaIQobChMIsequ6cLD6gIVlwnnCh1twQ5BEAAYASAAEgKNVfD_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 12 completion is recommended before enrollment in English Studies 12 or English First Peoples 12.