



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Abbotsford School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD34
<b>Developed by:</b> Metro Working Group (Abbotsford, Langley, Chilliwack, Surrey, Vancouver, Maple Ridge, Delta, Coquitlam)	<b>Date Developed:</b> June 20, 2018
<b>School Name:</b> Abbotsford Secondary Schools	<b>Principal's Name:</b> Lynette Power, Vice-Principal of ELL
<b>Superintendent Approval Date (for School Districts only):</b> Dec. 5, 2018	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b> Nov. 6, 2018	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> BAA English Language Acquisition and Development 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100
<b>Course Code:</b> YESFL 1A	

### Board/Authority Prerequisite(s):

This course is designed for a student who:

- Has an English Language Proficiency level of three or four within five levels. Levels based upon IPT testing or ELL standards
- Has a first language other than English

- Has basic English skills and needs further practice in English speaking, listening, reading, and writing in order to successfully integrate into academic classes
- Would benefit from additional Canadian cultural learning opportunities

### **Special Training, Facilities or Equipment Required:**

This course should be taught by a trained and qualified ELL teacher who has working knowledge of “How Language Works” and/or “Abbotsford Academic English Language” programs. ELL training on Academic English Language, SIOP model, and the Abbotsford English Language Program (genre approach). Contact the ELL Department for more information about training.

### **Course Synopsis:**

The course is designed to extend the exploration of ELL students into the four main English language skills of reading, writing, listening, and speaking. Students are able to interact with greater confidence in familiar situations and are able to apply their growing range of strategies. The course continues the practices of reading and viewing materials taught in BAA Academic Language Acquisition 10. However, in this course students will apply the content of Academic Language Acquisition 10 to demonstrate deeper social and interpersonal communication skills. The students practise strategies they have acquired to read, write, and extract information successfully in English and addresses specific needs regarding language and culture. Students continue to describe and analyze Canadian culture and customs using more complex vocabulary and sentence forms.

### **Goals and Rationale:**

Students come from a variety of cultural, linguistic, and academic backgrounds. Particularly in Abbotsford, there is a growing population of English Language Learners. Second generation learners are entering our schools with a home language other than English despite being born in Canada. These students require intentional language support in order to become fluent in English within a reasonable amount of time. Currently, the Ministry of Education provides 5 years of funded service. However, students often require more than 5 years of intentional English language instruction to become proficient. This course is designed for those students whose primary language is not Standard English and who may therefore require English Language support so they may access the BC curriculum, helping them to reach their full potential as students in an Abbotsford classroom. This course will enable students to:

1. enhance English language proficiency in the areas of listening, speaking, reading, and writing,
2. develop the ability to seamlessly communicate with others within in the community,
3. apply and convey information for particular purposes and audiences in the context of living in British Columbia,
4. retrieve, research and use relevant information from English-language resources to complete meaningful tasks,
5. understand and appreciate similarities and differences in Canadian culture and apply those to one’s developing identity in Canada,
6. continue to make connections to their own identity and heritage while they further develop their confidence in their English skills and intercultural competencies.

**Aboriginal Worldviews and Perspectives:**

This course supports and encourages the First Peoples Principles of Learning in the following ways:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Students are engaged in learning that helps them to integrate and transition into a culture that may be very different from their own. They gain skills to be able to better communicate and connect with others that will support them while they are in BC.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). As students are learning about place, they engage in experiential learning opportunities that help them to build relationships with others and reflect on the cultural views of others.
- Learning is embedded in memory, history, and story. Students engage in storytelling as part of their learning about Canadian culture.
- Learning involves patience and time. Becoming proficient in a language and comfortable in a culture takes time and patience.
- Learning requires exploration of one's identity. Students explore their cultural identity while learning about Canadian culture.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. English Language Learners learn to recognize that some information is culturally delicate and needs to be shared with permission and in certain situations are sacred. This may differ from their own cultural practices and norms.

**BIG IDEAS**

Engaging in Canadian culture enhances language development.

Participating in social relationships builds language and community.

Activities and routines in Canadian culture and home cultures are ongoing and build **intercultural competency**.

Participating in the immediate community contributes to society.

Work life practices are embedded in the community, home, school, and society.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to <b>do</b> the following:</i></p> <p>Communicating:</p> <ul style="list-style-type: none"> <li>● Describe and <b>advocate</b> for oneself through speaking, writing, and role playing</li> <li>● Recognize and apply the registers of language in appropriate contexts</li> <li>● Use a range of vocabulary and expressions using various and appropriate tenses</li> <li>● Apply an understanding of various genres through reading, writing, and discussion</li> </ul> <p>Connecting Using Intercultural Competencies:</p> <ul style="list-style-type: none"> <li>● Actively <b>participate</b> and <b>communicate</b> within a local or school community</li> <li>● Attend to and respond with appropriate social communication</li> <li>● Share opinions and preferences giving varied reasons through communication with peers and community members</li> <li>● Engage others in conversation to build relationships and communicate experiences</li> <li>● Infer appropriate meaning from discourse patterns and pragmatic discourse</li> <li>● Compare and contrast societal structures and traditions with those of one’s own culture</li> </ul>	<p><i>Students are expected to <b>know</b> the following:</i></p> <p>Communication</p> <ul style="list-style-type: none"> <li>● <b>registers</b></li> <li>● <b>tenses</b></li> <li>● <b>genres</b></li> <li>● <b>pragmatic discourse</b></li> <li>● <b>graphic texts</b></li> <li>● <b>text features</b></li> <li>● <b>listening and speaking</b> (meaning, form, use)</li> <li>● <b>reading</b> (strategies, comprehension, response &amp; analysis)</li> <li>● <b>writing</b> (meaning, style, form, convention, writing process)</li> </ul> <p>Community and Relationships</p> <ul style="list-style-type: none"> <li>● <b>characteristics of community</b></li> <li>● organizations in a community</li> <li>● recreational activities and safety procedures</li> <li>● <b>key events, issues/conflicts, and developments within a community</b></li> <li>● key contributions of significant Canadians</li> </ul>

<ul style="list-style-type: none"> <li>● <b>Extract information from and make relevant connections to graphic texts</b></li> <li>● Recognize and participate in recreational activities within one’s community and apply safety procedures related to those activities</li> </ul> <p>Transitioning:</p> <ul style="list-style-type: none"> <li>● Identify and communicate feelings relative to the <b>acculturation process</b></li> <li>● Understand and apply the language and resources available to support <b>post-secondary planning</b></li> <li>● Identify and access community services and resources appropriate to students’ needs</li> <li>● Articulate and highlight personal strengths and abilities to promote self-advocacy</li> <li>● <b>Demonstrate safety awareness and respectfulness in the workplace and other environments</b></li> <li>● Select and use adequate word choice and vocabulary for communication within the workplace</li> <li>● Demonstrate an understanding of similarities and differences in types of employment and apply to personal employment choices</li> </ul>	<p>Transition and Employability Skills:</p> <ul style="list-style-type: none"> <li>● <b>self-advocacy</b></li> <li>● <b>acculturation process</b></li> <li>● <b>employability skills</b></li> <li>● personal strengths and abilities</li> <li>● workplace communication and safety procedures</li> <li>● post-secondary and employment resources and planning</li> </ul>
---	--

**Big Ideas – Elaborations**

**Intercultural competency** is a range of cognitive, affective, and behavioural skills that lead to communicating effectively and appropriately with people of other cultures.

**Curricular Competencies – Elaborations**

**advocate**- refers to the ability to use one’s voice to convey needs, wants, opinions, and points of view to others

**participate** - being respectful of others, good Samaritan

**communicate** using clear language that follows a conversation pattern where the speaker and listener take turns in responsive dialogue. Includes understanding rapid speech on familiar and unfamiliar topics. Students should also use variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy.

**Extract information from and make relevant connections to graphic texts** -refers to how one interprets and makes meaning of the infographic texts one might encounter in the community. For example, bus schedules, posters for local events, advertisements, maps, etc.

**acculturation processes** are the stages that students may experience when learning about or adapting to a new culture

**post-secondary planning** includes and is not limited to plans for education, work, personal life and travel. Some examples may include applications to post-secondary institutes, resumes and job applications, identifying appropriate individuals and resources to access to support planning (character references, career-ed advisors, etc.)

**Demonstrate safety awareness and respectfulness in the workplace and other environments** need to identify areas of concern when a worksite or location would be unsafe and be able to respond effectively or know how and who to communicate these concerns

## Content – Elaborations

**registers** - degree to which you adjust your language (written and spoken) to the appropriate contexts (informal to formal); includes discourse patterns

**tenses** - students should use phrasal expressions, a range of past, present, future & perfect tenses in active & passive voice. They should be exposed to complex structures such as conditionals, passive voice, & relative clauses

**genres**- increase exposure to different genres beyond procedural and recount to include report, argument and discussion, narrative as well as categories of genre such as: movie types, types of novel genres (suspense, thriller, comedy, etc.)

**pragmatic discourse** includes understanding meaning through voice, tone, intonation, and non-verbal cues like gestures and other body language. Pragmatics is specifically concerned with how speakers' shared interests and purposes shape discourse.

**graphic texts** includes examples such as maps, signs, graphs, charts, tables, etc.

**text features** elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), bolded key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.

**Content listed below allows students to understand and demonstrate the curricular competencies and are based on the ELL Ministry Standards.**

### Listening

- **Meaning:** Understanding a range of academic & subject-specific vocabulary including synonyms, antonyms, adjectives, adverbs, & words with various meanings; understanding main ideas & supporting details linked by cohesive devices & transition words in longer discourse on academic topics
- **Form:** Understanding a variety of complex sentence structures including compound-complex sentences, conditional sentences, understand rapid speech on familiar & unfamiliar topics
- **Use:** Understanding a wide range of spoken discourse in terms of purpose, structure, & organization; understanding inferential questions; understanding a range of idiomatic expressions, slang, & sarcasm indicated by subtle change in tone, volume, speed, & intonation

### Speaking

- **Meaning:** Choosing from a range of vocabulary, including common, descriptive, subject-specific, & academic words, & words with multiple meanings; expressing & connecting ideas & supporting details using a variety of cohesive devices
- **Form:** Using phrasal expressions, a range of past, present, future & perfect tenses in active & passive voice with occasional errors; using compound, complex, & conditional sentence structures; using variation in intonation, tone, volume, pacing, & emphasis for effect with some degree of accuracy
- **Use:** Using language for a wide range of purposes, including to discuss topics, give opinions, inquire, persuade, compare & contrast, speculate, negotiate, conclude, & show cause & effect; using & experimenting with various expressions, idioms, gestures, humour, sarcasm, & register most

appropriate to the context; using a variety of strategies including elaborating, commenting, restating, & questioning to initiate, sustain, & extend communicative tasks, seeking clarification by asking specific questions using academic language

### Reading

- **Strategies:** Using predicting, synthesizing, summarizing, drawing conclusions, using contextual clues & word analysis to read a variety of unfamiliar text; decoding multi-syllable words & complex letter combinations; reading more consistently with expression; attending to most punctuation, & self-correcting as needed
- **Comprehension:** Understanding a range of vocabulary including academic & subject-specific words & words with multiple meanings; understanding ideas in extended text connected by a range of cohesive devices & transition words; understanding text with a range of sentence structures that feature various types of phrases & clauses; making personal connections
- **Response and Analysis:** Providing reactions or judgments supported by reasons & examples; making logical connections to own ideas, other texts, & themes; making logical connections between new information & background knowledge

### Writing

- **Meaning:** in order to express focused & developed ideas relevant to the purpose use pre-writing plans, multiple sources, writing conferences, frameworks & models, checklists, & rubrics to produce & revise text
- **Style:** Choosing from a range of vocabulary including high-frequency, descriptive, subject-specific, & academic words, & words with multiple meanings; using a variety of sentence structures that include embedded ordines & phrases; using some clear & varied descriptive, expressive, technical, & figurative language; using a growing sense of voice, tone, & register to develop text appropriate to purpose & audience
- **Form:** Providing an effective introduction, clear middle, & conclusion in a multi-paragraph composition; connecting ideas using a variety of cohesive devices supported by graphic organizers & models as necessary
- **Conventions:** Using most punctuation with increasing accuracy, using common & irregular spellings with increasing accuracy; using phrasal expressions, conditional structures, & a range of past, present, future & perfect tenses in active & passive voice with increasing accuracy; editing & revising essays for word choice, fragments, run-ons, & most punctuation conventions & grammatical structures

**characteristics of a community-** characteristics include those cultural norms, practices, events and societal structures and traditions that are found within a community which may be rural, urban, and other social or cultural communities existing within regional enclaves;

**key events, issues/conflicts, and developments within a community** which may be contemporary or historical and may include First Nations within the community. For example:

- Community milestones (founding of the community, opening/closing of local businesses)
- Celebrations and holidays (significance of "Orange-shirt Day)
- Cultural events in the community
- Growth or decline of the community including demographics

**Self-advocacy,** in English, by the student to achieve specific goals. Students can describe and advocate for oneself through speaking and writing through role playing.

**Acculturation process-**stages that students may experience when learning and adapting to a new culture

**employability skills** such as: organization (time management, preparedness (including binders, lockers, travelling between classes), planning for the writing process, and scheduling for deadlines (tests, quizzes, bus schedules, using their Agendas), responsibility, collaborative learning, and other aspects of core competencies

#### **Recommended Instructional Components:**

- Analyze features of recount, narrative and informational texts using Genre Features Overviews and example texts.
- Use genre overviews as maps to find information in texts when reading. (Contact ELL Department for copies)
- Read a variety of texts (teacher written, levelled novels, WestCoast Reader, etc) for genre features and information.
- Discuss as a group and reflect individually on the cultural meaning of topics such as Terry Fox: A Canadian hero, immigration, magnificence and harshness of Canada's natural environment, the uniqueness of each province and geographic region, as well as other topics discussed in the course
- Work with others to exchange ideas with others orally, in partners, small groups and with the class
- Novel studies
- Story analysis through Elements of Story
- Vocabulary development exercises
- Grammar exercises- in context
- Engage in the writing process to deconstruct, co-construct and individually write recount, information and narrative texts which obey genre rules. Continue with the writing process peer/self-edit writing and produce a good copy of the text.
- Practice use of genre 'glue' words such as sequence words, adding information words, compare/contrast words, giving reasons words, in written assignments.
- Building relationships

#### **Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is nurtured and errors are viewed as a natural formative part of language development.

Assessment for learning practical application of skills and strategies:

Formative:

- Assessment is ongoing and may include in-class assignments, listening activities, oral presentations, practical application of language skills, role-playing, performance assessment, quizzes, tests, homework, projects, journaling, group work, participation, and portfolios.
- Oral and written production is measured in reference to matrices of levels of proficiency according to the ELL Provincial Performance Standards.
- <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>
- Student self-assessment is encouraged through the use of learning logs, personal goal setting, and self-reflection.
- Peer assessment is encouraged



Summative:

- Summative assessment may include unit tests, oral presentations, projects, and in-class essays.
- Activities are designed to accommodate student learning styles and level of language acquisition.
- The grading scale follows that of the secondary guidelines to reporting. It may be altered to reflect the teaching to mastery, which characterizes some aspects of this course.

<b>Summative Curricular Competencies</b>	<b>Formative Curricular Competencies</b>	<b>Content</b>	<b>Evidence Collected</b>	<b>Success Criteria -what Proficient looks like</b>
<p>Communicating:</p> <ul style="list-style-type: none"> <li>● Describe and advocate for oneself through speaking, writing, and role playing</li> <li>● Apply an understanding of various genres through reading, writing and discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and apply registers of language in appropriate contexts</li> <li>● Use a range of vocabulary and expressions using various and appropriate tenses</li> </ul>	<ul style="list-style-type: none"> <li>● registers</li> <li>● tenses</li> <li>● genres</li> <li>● pragmatic discourse</li> <li>● graphic texts</li> <li>● text features</li> <li>● listening and speaking</li> <li>● reading</li> <li>● writing</li> </ul>	<ul style="list-style-type: none"> <li>● oral presentation</li> <li>● in-class essays</li> <li>● production of narrative texts which include all elements of story</li> <li>● story interpretation through elements of story</li> </ul>	<ul style="list-style-type: none"> <li>● The student uses a range of vocabulary with some descriptive words to create coherent sentences and paragraphs</li> <li>● Student is able to clearly communicate ideas with relevance</li> <li>● Uses a variety of sentence types which include a range of: clauses, figurative language, expressive language to engage the reader</li> </ul>
<p>Connecting Using Intercultural Competencies:</p> <ul style="list-style-type: none"> <li>● Actively participate and communicate within a local or school community</li> <li>● Share opinions and preferences giving varied reasons</li> </ul>	<ul style="list-style-type: none"> <li>● Attend to and respond with appropriate social communication</li> <li>● Engage others in conversation to build relationships and communicate experiences</li> </ul>	<ul style="list-style-type: none"> <li>● characteristics of community</li> <li>● organizations in a community</li> <li>● recreational activities</li> <li>● key events, issues/conflicts, and developments within</li> </ul>	<ul style="list-style-type: none"> <li>● Oral presentation</li> <li>● In-class essays</li> <li>● production of argument/discussion text</li> <li>● oral discussion with appropriate language for polite discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to clearly communicate ideas with relevance</li> <li>● Write a variety of sentence types to suit the text (argument/discussion)</li> </ul>

<p>through communication with peers and community members</p> <ul style="list-style-type: none"> <li>● Extract information from and make relevant connections to graphic texts</li> </ul>	<ul style="list-style-type: none"> <li>● Infer appropriate meaning from discourse patterns and pragmatic discourse</li> <li>● Compare and contrast societal structures and traditions with those of one's own culture</li> <li>● Recognize and participate in recreational activities within one's community and apply safety procedures related to those activities</li> </ul>	<p>a community</p> <ul style="list-style-type: none"> <li>● key contributions of significant Canadians</li> </ul>		<ul style="list-style-type: none"> <li>● The student can participate in conversations about familiar topics and some academic content.</li> </ul>
<p>Transitioning:</p> <ul style="list-style-type: none"> <li>● Identify and communicate feelings relative to the acculturation process</li> <li>● Understand and apply the language and resources available to support post-secondary planning</li> <li>● Select and use adequate word choice and vocabulary for communication</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and access community services and resources appropriate to students' needs</li> <li>● Articulate and highlight personal strengths and abilities to promote self-advocacy</li> <li>● Demonstrate safety awareness and respectfulness in the workplace and other environments</li> <li>● Demonstrate an understanding of</li> </ul>	<ul style="list-style-type: none"> <li>● self-advocacy</li> <li>● acculturation process</li> <li>● employability skills</li> <li>● personal strengths and weaknesses</li> <li>● workplace and communication and safety procedures</li> <li>● post-secondary and employment resources and planning</li> </ul>	<ul style="list-style-type: none"> <li>● Oral Presentation</li> <li>● production of report text</li> <li>● language functions of compare and contrast expressed in written and oral communication</li> </ul>	<ul style="list-style-type: none"> <li>● Student is able to clearly communicate ideas with relevance</li> <li>● Write a variety of sentence types to suit the text (argument/discussion)</li> <li>● The student can participate in conversations about familiar topics and some academic content</li> </ul>

within the workplace	similarities and differences in types of employment and apply to personal employment choices			
----------------------	--	--	--	--

**Recommended Assessment Components:**

- Production of genre specific texts which exhibit key genre features
- Production of visual representations (may include digital presentations) which communicate course content visually.
- Production of novel studies which interpret story through elements of story.
- Production of narrative texts which include all elements of story

**Learning Resources: (these lists are not exhaustive)**

**Resources to Aid Instruction:**

- Cambridge Final Draft 1 (for ELL Level 3)
- Scholastic “Taking Action”, “Let’s Talk About”, “Big Idea” series
- Adapted versions of “Anne of Green Gables”, The Elephant Man (Victorian Canada) or other novels with Canadian focus
- First Peoples myths, legends and recounts

**Teacher Learning Resources:**

- Abbotsford Academic English Language Program (AAELP)- required 6 BAA ELL Academic Language Acquisition 10
- How Language Works” Program- recommended
- Jane Hill, Classroom Instructions That Work with ELLs
- Cambridge Final Draft Series 1-4 teacher’s Guide
- Pauline Gibbons “Scaffolding Language, Scaffolding Learning”

**Digital Learning Resources (this list is not exhaustive):**

- Adobe Spark
- Seesaw
- Flipgrid
- Socrative
- myBlueprint