

English Language Development 10 (Introduction)

School Name:

Sa-Hali Secondary School

District Name:

School District # 73 Kamloops Thompson

Developed By:

Erin C. McCabe (SD#39) and Kathy Dahl (SD #73)

Date Developed:

July 12, 2008; edited January 8, 2010

Principal's Name:

Rick Kienlein

Board/Authority Approval Date:

Board/Authority Signature:

Course Name:

English Language Development 10 (Intro)

Grade Level of Course:

Grade 10 Level (a)

Number of Course Credits:

4

Number of Hours Instruction:

120

Prerequisites:

This course is designed for students whose:

- First language is not English
- English language skills are basic and need to develop their speaking, listening, reading and writing further in order to integrate into academic classes and move to the next level of English Language Acquisition 10 (b).
- Would benefit from additional Canadian cultural learning opportunities.

Course Synopsis:

In order to develop the knowledge, skills and attitude needed to understand and communicate effectively in English, this course is designed to lead students from their basic English skills of reading, writing, listening and speaking to a low intermediate level where they can interact with greater confidence in common situations by applying their increasing variety of strategies. Through reading and examining a variety of materials, students practice skills they have attained to read, write, speak about, listen to, extract and analyze information effectively in English and address their specific needs in relation to language and Canadian culture. Over the semester students continue to analyze and describe Canadian culture using and building upon complex vocabulary and sentence forms.

Rationale:

This course is designed for students whose first language is not Standard English and whose English language skills are very basic. These students require English as a second language support in order to access the B.C. curriculum, thus helping them to reach their educational goals. This course will enable students to:

- Enhance language acquisition and fluency in the subject areas of listening, speaking, reading, and writing.
- Apply and communicate information for specific situations and to particular audiences.
- Search for, research and utilize relevant information from English language resources to complete meaningful activities, assignments and projects.
- Develop and maintain an understanding and appreciation of the variety in Canadian culture.
- Encourage the development of positive attitudes towards English speaking culture groups and increases student awareness of their own cultures.

Objective:

The acquisition of English language skills and fluency with an understanding of Canadian culture and society:

- To facilitate and assist the cognitive and academic growth of the students.
- To facilitate the integration of the students into British Columbia schools.
- To support the students inclusion and their contributions to the ongoing growth of Canadian culture.

Organizational Structure:

<b>Unit/Topic</b>	<b>Title</b>	<b>Time</b>
Unit #1	Me and My School	20 hrs
Unit # 2	My Home and Neighbourhood	25 hrs
Unit # 3	My Family and Friends	25 hrs
Unit # 4	My City	25 hrs
Unit # 5	Canada!	25 hrs
	<b>Total Hours</b>	120 hrs

## **Unit/Topic/Module Descriptions**

### Unit 1: You, Your School and Your Community

#### Overview:

This unit involves students in a series of activities related to themselves as new students at secondary school. Students will learn appropriate school culture vocabulary and communication skills through authentic learning tasks. Students will use complex vocabulary and basic sentence structure to write about their new school and how it differs from their school in their home country.

#### Curriculum Organizers:

It is expected that students will:

- Demonstrate an understanding of their student hand book, school and classroom rules and procedures
- Distinguish between appropriate and inappropriate behavior
- Be able to find their way around their school and school location
- Ask for and follow directions
- Communicate effectively with classmates, staff and administration using polite requests
- Ask for clarification of the meaning of target vocabulary, language and pronunciation
- Understand and write a correct basic sentences (subject verb object, subject verb agreement)
- Distinguish between simple sentences and fragment sentences
- Understand and use the writing process
- Use a range of vocabulary to communicate ideas through writing and speaking
- Read texts about their environment (ESL, new school, far from home, home countries)
- Follow and give simple instructions
- Compare and contrast new school experiences to native country school experiences

### Unit 2:

#### Overview:

This unit engages students in interactive activities and assignments on topics that center on their homes. Topics will focus on living arrangements, objects/materials/things in the home and garden, routines performed in and out of the home as well as the importance of home in everyone's culture.

#### Curriculum Organizers:

It is expected that students will:

- Recognize and describe different types of homes/building structures
- Identify the rooms within a home and discuss the routines performed in each
- Describe necessary routines performed outside of the home
- Communicate with new vocabulary in oral, reading, and writing activities that focus on home life
- Participate in classroom activities that involve presenting a skit or speech
- Participate in a question and answer discussion between 2 or more people
- Choose appropriate strategies before, during and after reading
- Activate prior knowledge of topic and connect it to new material
- Demonstrate an understanding of connecting sentences to paragraphs
- Identify topic, supporting and concluding sentences in a model paragraph
- Develop, edit and polish a basic English paragraph
- Demonstrate an understanding of important literary terms for short stories
- Identify the main idea of assigned reading

- Discuss the differences in size and types of routines of home in Canada vs. home country
- Identify the importance of home in Canada and home country

### Unit 3:

#### Overview:

Using a variety of vocabulary, challenging grammar and sentence structures students will discover and discuss Canadian family structure, family life and the importance of having friends. In addition, activities and participation will centre on common pastimes shared and enjoyed by these social relationships. Students will discuss important diversions enjoyed in their home countries.

#### Curriculum Organizers:

It is expected students will:

- Introduce and describe family members, friends and classmates
- Participate in interactive classroom activities
- Demonstrate confidence in requesting help from shopkeepers on field trips
- Increase range of vocabulary and use it effectively
- Identify grammar concepts under examination in reading texts
- Plan a healthy activity with a classmate using parks and recreation brochure.
- Use simple present tense and first person to write a paragraph on a selected topic
- Demonstrate an understanding of compound sentences
- Enhance reading comprehension
- Increase knowledge of families, family routines, relationships and social ties
- Compare and contrast Canadian family structures to their own
- Discuss common pastimes in Canada and in home country

### Unit 4:

#### Overview:

Through a series of interactive computer, reading and writing activities students learn to navigate and explore their new city. Language acquisition skills progress as students add more complex vocabulary and grammar to their knowledge base to enhance their fluency.

#### Curriculum Organizers:

It is expected that students will:

- Utilize descriptive language with target vocabulary to communicate transit and travel experiences
- Identify landmarks and use them as directional guides
- Use a range of vocabulary to describe new city and home city
- Ask for and understand directions
- Read and extract information from graphic texts such as maps, bus schedules and signs
- Use computers and web sites effectively to gather necessary transit information and maps.
- Recognize and understand some idiomatic/slang language relevant to topic
- Write a paragraph using the Simple Past Tense correctly
- Utilize prepositions of place and past tense of irregular verbs appropriately to further describe written ideas and speaking fluency
- Read a short history of city to understand the its origins
- Read an information piece about the province to learn about places and facts about the city and surrounding areas
- Compare and contrast various aspects between new city and home city

Unit 5:Overview:

Students will expand vocabulary, speaking and reading comprehension skills as they examine the vastness of Canada through map analysis and informative readings. Using more complex grammar and writing structure students will write formal and informal letters and paragraphs. In addition, students will explore the variety in Canadian landscapes, informal language and special days

Curriculum Organizers:

It is expected that students will:

Communicating:

Students will be able to:

- Ask for information about a destination in Canada
- Ask for clarification and repetition of instructions, reading passages, vocabulary
- Communicate personal strengths and weaknesses in self evaluations and self reflections
- Extract information from maps and informative readings
- Strengthen map reading skills
- Create a travel plan within Canada
- Recognize some idiomatic language
- Demonstrate an understanding of complex sentences and the simple future verb tense in written work
- Effective use of questions, time words and statements to communicate orally and in written assignments
- Examine Maps of Canada and the world
- Analyze informative readings on Canada and the Provinces
- Read for enjoyment about Canadian special days
- Use descriptive language to describe their journey to Canada from home country
- Compare Canada's size, geography and special days to home country

Instructional Components:

- Teacher lead instruction
- Group or collaborative learning
- Computer based learning
- Guided practice
- Oral presentations (speeches, role plays)
- Independent study
- Reading and vocabulary journals (learning journal)
- Writing portfolios
- Project learning

Assessment Component:

Type of Assessment	Category	Details	Weighting
Formative	Assessment for learning and practical application of language skills	<u>Daily work:</u> * checklists/rubrics * oral participation and presentations * peer evaluation * self evaluation * teacher evaluation * written work * pair work * group work * listening and speaking activities * learning journal * projects * writing portfolio	60%
Summative	Assessment of learning	* memory book * written in class assignments * tests * quizzes * Unit tests	40%
			100%

Learning Resources:

Can You Believe It? Stories and Idioms from Real Life: Book 1: ISBN: 0-19-437279-0

A Canadian Conversation Book: Book 2 ISBN: 0-13-065657-7

Elijah of Buxton: Christopher Paul Curtis ISBN 978-0-439-04345-0 PBK  
ISBN 978-0-439-93647-7 HC

In No Time Flat! Idioms in Context: ISBN: 1-887744-34-7

Interchange: Intro Workbook: ISBN: 978-0-521-60155-9; Interchange: Level 1: ISBN: 0-521-602-602; Interchange: Level 2: ISBN: 0-521-60194-0; Interchange: Level 3: ISBN: 0-521-60216-5

Kanata: Eva Wiseman ISBN: 978-0-88776-729-6 (0-88776-729-X)

The Oxford Picture Dictionary: Canadian Edition ISBN: 0-19-435270-6  
16-5

Ready to Write: ISBN: 0-201-85999-8-85999; Get Ready to Write: ISBN: 0-201-69517-0  
Ready to Write More: ISBN: 0-201-87807-0

Side by Side: Book 1: ISBN: 0-13-026744-9; Side by Side: Book 2: ISBN: 0-13-026757-0

Tales of Courage, Tales of Dreams: A Multicultural Reader ISBN: 0-201-53962-4

[www.tourismkamloops.com/home\\_showSection\\_ID\\_22.html](http://www.tourismkamloops.com/home_showSection_ID_22.html)

True Stories in the News: ISBN: 0-201-84660-8; Very Easy True Stories: ISBN: 0-20134313-4  
Easy True Stories: ISBN: 0-8013-1089-X, More True Stories in the News: ISBN: 0-201-69516-2; Even More True Stories in the News: ISBN: 0-8013-0625-6

Word by Word Beginning Workbook: ISBN: 0-13-622374-5; Word by Word Intermediate  
Workbook: ISBN: 0-13-622382-6