

English Language Development 10 (a)

School Name:

Sa-Hali Secondary School

Designation:

Kamloops Thompson School District # 73

Developed By:

Erin C. McCabe (St. John's International School District #39) and Kathy Dahl (SD #73)

Date Developed:

July 17, 2008; edited December 15, 2009

Principal's Name:

Rick Kienlein

Board/Authority Approval Date:

Board/Authority Signature:

Course Name:

English Language Development 10 (a)

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 initially Low Intermediate and need to develop their speaking, listening, reading and writing further in order to integrate into academic classes.
- Would benefit from building on Canadian cultural knowledge.

Course Synopsis:

This course is designed to lead students from their Low Intermediate English skills of reading, writing, listening and speaking to a level where they can interact with greater confidence and fluency in academic settings and everyday situations by applying their increasing variety of strategies. Through reading, viewing and creating 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 and their own by using and building upon more 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 Low Intermediate. 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 similarities and differences in Canadian culture and their own.
- Encourage the development of positive attitudes towards English speaking culture groups and increases students awareness of their own cultures.

Objective:

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

- To facilitate, assist and further the cognitive and academic growth of the students.
- To further 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:

Unit/Topic	Title	Time
Unit # 1	Canada, a Little History!	25 hrs
Unit # 2	What is Canadian?	25hrs
Unit # 3	Canadian People	25 hrs
Unit # 4	Canadian Employment and Pastimes	25 hrs
Unit #5	Canadian Government	20 hrs
	Total Hours	120 hrs

Unit/Topic/Module Descriptions*Unit 1:****Overview:**

Students will examine materials that focus on the building of Canada i.e.: First Nations, Confederation, The Railway and French and English relations. Students will use more complex vocabulary and grammar to analyze and synthesize information in written and oral activities and assignments. As well, students will compare the struggles of Canada becoming a nation with their home country's history.

Curriculum Organizers:

It is expected that students will:

- Analyze and synthesize information for written and oral activities
- Participate in singing the Canadian National Anthem
- Follow and give instructions in a group setting
- Understand the importance of a Constitution
- Recognize and describe what discrimination is and some of its forms
- Use the simple and progressive verb tenses in oral and written communication
- Examine informative articles in order to write a summary.
- Compare and contrast Canada becoming a nation to their home country's birth
- Discuss the differences and similarities of the rights and freedoms of Canada and those of home country

Unit 2:**Overview:**

Map Study, facts, information and symbols that are truly Canadian are examined and used to compare to student's home countries. In addition, the writing skills and grammar focus assist learners in producing their first research project. Through participating in class activities and assignments, students build vocabulary and language fluency as well as a knowledge base that will be beneficial in their academic high school classes.

Curriculum Organizers:

It is expected that students will:

- State and describe information about a historical event
- Participate fully in group/pair activities
- Express ideas that relate to topic under discussion
- Identify symbols of Canada and other nations, understand what they mean and why they are important
- Use a range of electronic and print sources to complete a research project on a given topic
- Demonstrate an understanding of compound sentences with compound verbs
- Comprehend and utilize coordinating and subordinating conjunction in own writing pieces
- Write a time order paragraph using all appropriate elements
- Read short biography of Canadian heroes for reading comprehension and fluency
- Compare and contrast symbols of Canada to those of home country
- Express through writing or orally how home country reinforces its nations unique identity

Unit 3:Overview:

This unit involves students in a series of activities related to what being Canadian is in regards to being multicultural and Canadian heroes. Students will continue to build up their vocabulary and grammar skills through the examination of authentic multicultural readings, assignments, and field trips. At the same time, students will reflect on what multiculturalism means in their home countries.

Curriculum Organizers:

It is expected that students will:

- Use a range of vocabulary to express ideas during pre and post reading and writing activities.
- Work co-operatively in pair and group settings communicating ideas and information
- Describe important characteristics of First Nations People in Canada
- Locate countries, water bodies and communities in a map
- Effectively use prepositions and adjectives in Space Order writing
- Practice and use new vocabulary in writing activities
- Demonstrate an understanding of origin, moralistic and trickery folk tales
- Synthesize ideas from authentic texts to create own folk tale
- Compare and contrast multiculturalism in Canada to multiculturalism in home country
- Understand that there are ethnic communities in every country but may be small

Unit 4:Overview:

Students will use more complex vocabulary, sentence structure and language patterns in describing their potential roles in the work force. As well, students will analyze print and electronic materials to reinforce language fluency focusing on Canadian leisure activities. Students will also compare Canadian work and rest routines with their home country to expand host country knowledge.

Curriculum Organizers:

It is expected that students will:

- Use a range of vocabulary to describe different jobs and types of employment
- Understand and follow instructions for writing a resume and a cover letter
- Give an oral presentation using a variety of language and presentation skills
- Show ability to type up documents and assemble presentations neatly in Open Office
- Use effective vocabulary to highlight skills in resume
- Demonstrate an understanding of independent and dependant clauses, complex sentences and adverbs of frequency in writing and speaking.
- Use reasons and examples to support statements in personal letter format
- Read informative texts on Canadian employment and leisure
- Read and extract information from print and non-print sources
- Communicate important employment and industry in home country
- Discuss how families and young people spend leisure time in home country

Unit 5:

Overview:

Students will participate in activities designed to help them comprehend and use appropriate vocabulary and sentence patterns to describe, compare and contrast, analyze and synthesize information about the various levels and aspects of Canadian Government. In addition, students will use their growing knowledge base and assortment of language acquisition skills to write creative Haiku and free verse poems about Canada and their home country.

Curriculum Organizers:

It is expected that students will:

- Utilize appropriate vocabulary for elections role play
- Support oral and written statements with facts
- Understand and follow specific instructions
- Differentiate between fact and opinion in reading and writing
- Use adjective clauses and complex sentences in paragraph
- Demonstrate an understanding of municipal, provincial and federal levels of government and what each level is responsible for
- Analyze authentic and informative text to gather and synthesize information for pair and group work assignments
- Compare and contrast home country's government to Canadian government
- Explain how an election works in home country, who can and cannot vote.
- Discuss parents' role in voting process in home country.

Instructional Components:

- teacher directed study
- group / collaborative learning
- computer based learning
- guided practice
- oral presentations (skits, role plays, speeches)
- individual and independent study
- reading and vocabulary journals (learning journals)
- project learning
- writing portfolios

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 * writing portfolio * learning journal * projects	60%
Summative	Assessment of learning	*memory book * written in class assignments * tests * quizzes * unit tests	40%
			100%

Learning Resources:

101 Things Canadians Should Know about Canada ISBN: 13-978-1-55263-995-5
BC First Nations Studies ISBN: 0-7726-4882-4
Bon Cop Bad Cop Produced by Eric Canuel and Kevin Tierney, 2006 DVD
Canada: 1600 – 1783. 1783-1825, 1825-1867-, 1867-1900, World War 1,
Canada Between the Wars, World War 2, Canada After World War 2, Davies and
Johnson Associates Ltd. 2004
Canada A Nation Unfolding ISBN: 0-07-551425-7
Canada: A People's History, CBC
Canada Revisited: ISBN: 0-9199113-32-6
Canadian Heroes ISBN: 978-155035-887-2
Canadian History for Dummies ISBN: 0-470-83656-3
Canadian Provinces and Territories ISBN: 1-55035-663-1
Gateway to Canada ISBN: 0-19-541152-8
Good for Nothing, Michel Noel: ISBN: 978-088899-616-9
Great Canadian Lives: Portraits in Heroism to 1867 ISBN: 0-17-602027
A Historical Atlas of Canada LCC: 60-9189
Let's Look at Canada: ISBN: 0-921-511-164-8
Mystery in the Frozen Lands, Martyn Godfrey ISBN: 1-55028137-2. cloth, \$19.95.
ISBN 1-55028-144-5.
Myths and Stories from the Americas ISBN: 0-8359-1368-6
Ordinary People in Canada's Past: ISBN: 0-919913-13-X
Our Country, Our Parliament: Library of Parliament, 2009
Passport to Canada, NFB Order Number C9102091
Ready to Write 2nd Edition ISBN: 0-201-85999-8
Terry, Shaftesbury 2005
Trilogy: by Marianne Brandis
 Tinderbox ISBN: 978-0-88776-625-1 (0-88776-625-0)
 The Quarter-pie Window ISBN: 978-0-88776-624-4 (0-88776-624-4)
 The Sign of the Scales ISBN: 978-0-88776-625-1 (0-88776-625-0)
Thinking About Our Heritage ISBN: 0-919019-10-2
Who Runs This Country Anyway? ISBN: 0-439-95730-3
Wow Canada ISBN: 13-978-1-897066-95-9