

English Language Development 10 (b)

School Name:

Sa-Hali Secondary School

District Name:

School District # 73 Kamloops Thompson

Developed By:

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Date Developed:

July 20, 2008; edited January 5, 2010

Principal's Name:

Rick Kienlein

Board/Authority Approval Date:

Board/Authority Signature:

Course Name:

English Language Development 10 (b)

Grade Level of Course:

Grade 10 Level (b)

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 high intermediate and need to develop their speaking, listening, reading and writing further in order to integrate wholly into academic high school classes.
- Would benefit from building on Canadian cultural knowledge.

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 high intermediate English skills of reading, writing, listening and speaking to a level where they can interact almost fluently in academic settings and everyday situations by applying their wealth of strategies. Through reading and viewing materials that focus on issues that affect Canadian youth, 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 cultural issues and their own by using and building upon more complex vocabulary and sentence forms that increase language acquisition.

Rationale:

This course is designed for students whose first language is not Standard English and whose English language skills are high 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 variety in Canadian culture and their own.
- Encourage the development of positive attitudes towards English speaking culture groups and increase 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 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:

Unit/Topic	Title	Time
Unit # 1	Getting to Know You	20 hrs
Unit # 2	Cross Culture	25 hrs
Unit # 3	Friends and Relationships	25 hrs
Unit # 4	Canadian First Nations	25 hrs
Unit #5	Controversial Current Canadian Concerns	25 hrs
	Total Hours	215 hrs

*Unit/Topic/Module DescriptionsUnit 1:Overview:

In this unit students use more complex vocabulary, sentence structure and language patterns to study, analyze and synthesize information on a current student issue. Students will engage in interactive individual, pair and group activities involving print and electronic resources selected for increasing language acquisition skills.

Curriculum Organizers:

It is expected that students will:

- Participate in a survey
- Express personal ideas and opinions on topics under discussion
- Activate prior knowledge in brainstorming pre-writing activities
- Use a range of target vocabulary in speaking and writing
- Communicate effectively in pair and group activities
- Read and extract main ideas for summarizing assignments
- Understand and demonstrate the three parts to an essay
- Use complex sentences and clauses appropriately in writing
- Use informative tools such as dictionaries, computers, Internet and print resources (electronic resources, movies, newspapers).
- Recognize elements of short stories (plot, character, setting, theme etc.)
- Examine authentic works to extract and synthesize information

Unit 2:Overview:

Students will examine multiculturalism through reading, writing, discussing and role-playing. They will participate in activities and assignments that are structured to assist them in comprehension, acquisition of complex target vocabulary and sentence patterns to describe in detail, compare and contrast, and analyze and synthesize information on a range of causes of school anxiety.

Curriculum Organizers:

It is expected that students will:

- Acquire and use a range of vocabulary to express ideas and opinions

- Participate in a play
- Express appropriate stress, intonation, pronunciation, emotion and body language in a dramatic presentation
- Communicate instructions and tasks in a group setting
- Converse with confidence and fluency about a topic under discussion
- Demonstrate an understanding of skimming and scanning
- Reinforce vocabulary and study skills
- Read and extract the main ideas of a reading piece
- Recognize and use adjective clauses properly in writing pieces
- Show ability to logically divide ideas in essay writing
- Identify emotionally and mentally with character in a creative work
- Compare and contrast Canadian education structure with home country education structure

Unit 3:

Overview:

Students use the Internet, brochures, informative texts and authentic readings to comprehend, analyze, extract and synthesize information about healthy choices and lifestyles in this unit. Using an advanced range of vocabulary and sentence structure, students will participate in a variety of activities and assignments focusing on diet and exercise as well as mental, physical, emotional and spiritual well being.

Curriculum Organizers:

It is expected that students will:

- Participate in an oral presentation
- Describe opinions and ideas using appropriate vocabulary and language patterns
- Give and respond to group and pair instructions
- Understand and follow instructions for interactive Internet activities on Canada Food Guide Web site
- Use a range of resources, vocabulary and sentence structure to complete a project
- Develop an opinion and support it with reasons in an essay
- Read and extract the main points from informative texts
- Compare and contrast diet in home country to diet in Canada
- Discuss student opinions about healthy food and exercise in home country

Unit 4:

Overview:

Analysis of the Life Choices Series introduces students to Canadian culture, which highlights the subjects and issues facing Canadian teens today. Students will build on vocabulary skills, sentence structure and language pattern skills to further their language fluency through reading, writing and communicating ideas and opinions of popular fads, trends and current concerns.

Curriculum Organizers:

It is expected that students will:

- Express opinions and ideas with a reasonable degree of fluency
- Communicate interactively with classmates and teacher
- Give and ask for advice on fluency strategies
- Present unrehearsed presentations (show and tell)

- Analyze, extract and synthesize information from print and electronic sources
- Show ability to critically think about topics under examination
- Demonstrate an understanding of compare and contrast structure in writing and speaking
- Use comparisons with adjectives, adverbs and nouns appropriately in all forms of communication
- Identify and understand meaning through the context of surrounding words
- Write a friendly letter
- Discuss the similarities and differences between teen life in home country and teen life in Canada

Unit 5:

Overview:

Students will discuss and describe with confidence the contributing factors to climate change or other current controversial topics in Canada and their underlying factors through the examination, extraction, synthesizing and presenting of information in the form of a letter. As well, students will advance their language acquisition skills by practicing and using more complex vocabulary, sentence structure and oral fluency in addition to refining comprehension skills.

Curriculum Organizers:

It is expected that students will:

- Participate in poetry circles and class activities
- Identify and discuss with a degree of fluency the factors contributing to climate change
- Use target vocabulary and language effectively in speaking and written exercises
- Comprehend complex informative reading material
- Express an understanding of current factors influencing Canada in essay writing
- Use complex sentence structure and clauses appropriately in writing assignments
- Utilize learning tools such as computers, Internet, library and Documentaries
- Synthesize information from various print, visual and electronic sources to write a formal letter
- Create a free verse poem and a rhyming poem
- Examine a selection of poetry styles to compare and contrast technique
- Compare and contrast climate change around the world as well as in home countries

Instructional Components:

- teacher directed study
- group / collaborative learning
- computer based learning
- guided practice
- oral presentations (speeches, debates)
- 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 * projects	60%
Summative	Assessment of learning	*memory book * written in class assignments * tests * quizzes * unit tests	40%
			100%

Learning Resources:

Act Now B.C. http://www.actnowbc.ca/EN/healthy_living_tip_sheets/healthy_schools

Blood Red Ochre ISBN: 0-440-20730-4

Canada Food Guide <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Climate, Nature, People: Indicators of Canada's Changing Climate produced by the Canadian Council of Ministers of the Environment:

http://www.ccme.ca/assets/pdf/cc_ind_full_doc_e.pdf

Climate Change I: An Uncertain Future, by David Suzuki

Climate Change II: Hot Times in the City, by David Suzuki

Dieticians of Canada <http://www.dieticians.ca/index.asp>

English Workshop 3rd Edition Workbook ISBN: 0-7747-1230-9

Faze Teen Magazine: <http://www.fazeteen.com/main.htm>

Grammar: Make No Mistake ISBN: 2-7617-1592-6

Healthy Schools Resources <http://healthyschools.sd61.bc.ca/html/resources.html>

Inside Essays I ISBN 0-7747-1400-x

Interchanges Book 2 ISBN: 0-521-60194-0

Interchanges Book 3 ISBN: 0-521-60216-0

Life Choices Relationships ISBN: 0-13-242173-9; Healthy and Well ISBN: 0-13-244195-0

Listen Up! Intermediate ISBN: 1-894929-25-x

Listen Up! Upper intermediate ISBN: 1-894929-28-4

Multiculturalism ISBN 0-07-551450-8

Native Voices ISBN: 0-07-551448-6

Poetry Alive: Perspectives ISBN: 0-7730-5147-3

Reading and Writing for Success ISBN: 0-7747-0197-8

Reading and Writing for Success Senior ISBN: 0-7747-1490-5

Ready to Write More: From Paragraph to Essay ISBN: 0-201-87807-0

Theme and Image: An Anthology of Poetry Book I ISBN: 0-7730-2302-x

Stoney Creek Woman ISBN: 0-88978-1974

Word a Day ISBN: 978-1-59673-412-8

Writing Canadian English ISBN: 1-55059-184-3