



Board/Authority Authorized Course
Vernon International Program
English Language Development 10: Introductory Level 2

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: Vernon International Student Program	Date Developed: 2018
Superintendent Approval Date (for School Districts only): February 13, 2019	Superintendent Signature (for School Districts only): On course form
Board/Authority Approval Date: February 26, 2019	Board/Authority Chair Signature: On course form
Course Name: English Language Development 10: Introductory-Level 2	Grade Level of Course: Grade 10 (open to all secondary students: GR 8-12)
Number of Course Credits: 4	Number of Hours of Instruction: 100-120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: ESL Training

Course Synopsis: Students come from a variety of linguistic and cultural backgrounds. The English Language Development Grade 10: Introductory - Level 2 course is designed for students whose primary language is not English and who may require additional English language support and understanding of local culture to access the B.C. curriculum and reach their potential. It will be offered to English as a Second Language (ESL) students who are at the Beginning Level of the ELL Standards in the second semester of each school year.

Goals and Rationale:

The English Language Development Grade 10: Introductory - Level 2 course is intended to help students acquire proficiency in the English language and understanding of Canadian culture:

to support the cognitive and academic growth of English Language Learners;

to support their transition into B.C. schools and their inclusion into and contribution to the ongoing development of society

Indigenous Worldviews and Perspectives:

English Language Development curriculum will introduce students from around the world to the perspectives and worldviews of the first nations on whose traditional territory they live, learn, and play, specifically the Syilx people (Okanagan people). "The First Peoples Principles of Learning" greatly influence the English Language Development curriculum and are woven throughout. They lend themselves well to second-language learning as they promote experiential and reflexive learning, as well as self-advocacy and personal responsibility in learners. They help create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to second-language acquisition. Local material from *Stories of Our sqi/xw Ways: 2016* and other first peoples literature will be integrated into the content.

Working with First Peoples communities

To address First Peoples content and perspectives in the classroom in a way that is accurate and that respectfully reflects First Peoples concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of members of local First Peoples communities. As First Peoples communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol for gaining support for integration of local knowledge and expertise. Permission for the use or translation of cultural materials or practices should be obtained through consultation with individuals, families, and other community members. This authorization should be obtained prior to the use of any educational plans or materials.

To begin a discussion about possible instructional and assessment activities, teachers should first contact First Peoples education coordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as Elders, chiefs, First Nations tribal or band councils, First Peoples cultural centres, First Peoples Friendship Centres, and Metis or Inuit organizations. In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, First Peoples in British Columbia. For more information about these documents, consult the Indigenous Education website: www.bced.gov.bc.ca/abed/welcome.htm

Authentic First Peoples texts and resources

To present authentic First Peoples content and worldviews, it is important to draw from First Peoples learning and teaching resources. Authentic First Peoples texts and resources are those that: present authentic First Peoples voices - that is, historical and contemporary texts created by First Peoples (or through the substantial contributions of First Peoples)

Depict themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, Importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and Community, the importance of oral tradition, the experience of colonization and decolonization)

Incorporate First Peoples story-telling techniques and features (e.g., circular structure, repetition, weaving in of spirituality, humor).

Because of the diversity of First Peoples communities in British Columbia and Canada and of indigenous peoples in the world, and the need to Provide a relevant context for classroom instruction and assessment, it is suggested that resource selection focus primarily on First Peoples texts and resources from the local community wherever possible (i.e. *Stories of Our sqi/xw Ways: 2016*)

BIG IDEAS

Listening and viewing with intent helps us understand a message	Using strategies helps us understand and acquire language	With basic English, we can describe important people in our lives.	Reciprocal communication is possible in English using simple, high-frequency words and patterns.	Learning about different Canadian communities helps us develop cultural awareness.	Stories communicate ideas in a meaningful way
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> Recognize the relationship between pronunciation, including common intonation patterns, and meaning Begin to recognize the relationship between English letter patterns and pronunciation Comprehend high-frequency vocabulary in slow, clear speech and other simple texts Identify key information in slow, clear speech and other simple texts Understand simple stories Interpret non-verbal cues to increase understanding Use strategies to increase understanding Respond appropriately to questions Seek clarification of meaning using common statements and questions <u><i>Exchange ideas and information using complete sentences, orally and in writing:</i></u> ask and answer simple questions in context, describe common emotions and states of physical health, describe people and objects, give reasons for likes and dislikes, share basic information about events Use visuals or technology to assist in communicating Demonstrate awareness of English-speaking and First Peoples communities across Canada Recognize that some English communities are connected to First Peoples communities Identify and share information about a English-speaking community in Canada	<i>Students are expected to know the following:</i> English letter patterns English phonemes number common, high-frequency vocabulary and sentence structures for communicating meaning: asking and responding to different types of questions asking and responding to different types of questions describing others describing hobbies and topics of interest expressing reasons for likes, dislikes, and preferences expressing common emotions and describing states of physical health describing cultural aspects of communities there are many English-speaking First Peoples communities across Canada basic information about a English-speaking First Peoples community in Canada

Big Ideas – Elaborations

The Big Ideas are generalizations and principles discovered through the Content and Curricular Competencies - the "Understand" component of the Know-Do-Understand model of learning. Big Ideas represent the "aha!" and the "so what?" of the curriculum - the deeper learning. From course to course, students discover new Big Ideas and also build on Big Ideas from previous courses. The example below, concerning the theme of culture, illustrates how the curriculum grows with students and expands scope and depth of learning as students progress.

EN DEV 10: Intro- L1-Each culture has traditions and ways of celebrating.

EN DEV 10: L1-Deepening our knowledge of English-speaking communities helps us develop cultural awareness.

EN DEV 10: L2-Our understanding of culture is influenced by the languages we speak and the communities with which we engage.

EN DEV 11: L2-Cultural expression can take many different forms.

EN DEV 12: L2-Exploring diverse forms of cultural expression promotes a greater understanding and appreciation of cultures worldwide.

Curricular Competencies – Elaborations

Curricular Competencies are what students should be able to "Do" with their Content knowledge. Language acquisition is very process-driven, and "Doing" plays an important role. Since the goal is proficiency in using the language rather than learning about the language, more elements are included in the Curricular Competencies column of the English Language Development curriculum than in the Content column. Through purposeful communication in class, learners develop competencies in listening to understand, in communicating effectively, in presenting their ideas in English with confidence and fluency, and in understanding the connections between language and culture.

Students also build on their Curricular Competencies from course to course. The example below illustrates how the curriculum grows with students and expands the scope and depth of learning.

	EN DEV 10: L1	EN DEV 10: L2	EN DEV 11: L1	EN DEV 11: L2
Curricular Competencies	Comprehend simple stories	Comprehend and retell stories Narrate simple stories	Narrate stories Explore the importance of story in personal, family, and community identity	Narrate stories, both orally and in writing Explore the importance of story in personal, family, and community identity

Content – Elaborations

Content represents the core knowledge students will have - what they are expected to "Know." In language acquisition, Content represents the pieces students must have to be able to use the language at a given ELL level (i.e., to apply the Curricular Competencies). In each course, each of the Content learning standards supports multiple Curricular Competencies (the "Do" component of the curriculum). Students build on their Content knowledge from course to course. Some Content learning standards appear over more than one course because they may take longer to fully acquire or they may support increasingly complex Curricular Competencies. The examples below illustrate how the curriculum grows with students and expands the scope and depth of learning.

Content	EN DEV-INTRO: L1	EN DEV 10: L1	EN DEV 10: L2	EN DEV 11: L1	EN DEV 11: L2
	likes, dislikes, preferences, and interests	reasons for likes, dislikes, and preferences	descriptions of items, people, and personal interests	Hopes, dreams, desires and ambitions	explanations of needs, emotions, and opinions

Recommended Instructional Components:

Integration of components

The English Language Development curriculum represents an integrated approach to language acquisition. In this approach, the following components of language acquisition are viewed as interconnected rather than in isolation:

Reading, writing, listening, speaking, and interacting - These essential competencies are the foundation of language acquisition. As they rarely exist in isolation in authentic communication contexts, they are integrated throughout the curriculum. Each element of the curriculum supports the simultaneous development of multiple competencies.

Grammar- With a focus on the purposeful use of language to communicate meaning, grammatical instruction plays a supportive role.

Culture - Language is inextricably bound to culture. Culture is a vehicle for acquiring a deeper understanding of a given language, of others, and of oneself. Authentic communication always takes place in a cultural context, and language acquisition activities in the classroom must therefore be situated within such a context. As students explore the English language and the English-speaking world, they simultaneously acquire both the language and an understanding of the many different English-speaking cultures - and the relationship between the two. This contributes to their appreciation of other cultures as well as their own.

Language-learning strategies - Language-learning strategies are seen as a vehicle for helping students succeed in their language acquisition journey and are integrated throughout the curriculum.

Flexible teaching and learning The English Language Development curriculum allows for instructional flexibility. For example, the curriculum components can be combined in different ways to provide a diverse range of learning opportunities. Within each course, there are multiple ways to combine Content, Curricular Competencies, and Big Ideas to create lessons, units, and learning experiences. The curriculum encourages the use of a range of approaches that support language instruction and acquisition and supports students learning in a manner best suited to their diverse abilities.

Use of a wide variety of text The English Language Development curriculum allows for instructional flexibility. For example, the curriculum components can be combined in different ways to provide a diverse curriculum which encourages the use of a wide variety of text types. "Text" in the English Language Development curriculum refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, biogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).

Teachers are encouraged to use a wide range of grade-appropriate text types in their classrooms. Teachers may choose to use authentic and/or adapted texts with their students. Purposes for using adapted texts include increasing student comprehension, student exposure to target vocabulary and patterns, and the saliency of high-frequency vocabulary and patterns.

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

Assessment components can take many forms and should reflect the ELL Standards: gov.bc.ca/assets/gov/education/ell-standards-full.pdf The levels in the ELL Standards roughly correspond to the English Language Development courses and the Core French curriculum as follows:

ELL Standards Level	Corresponding BAA English Language Development Course	Based on the Core French Curriculum
Beginning	English Language Development 10: Introductory - Levels 1 and 2	Core French 5 and Core French 6
Developing	English Language Development 10 - Levels 1 and 2	Core French 7 and Core French 8
Expanding	English Language Development 11 - Levels 1 and 2	Core French 9 and Core French 10
Consolidating	English Language Development 12 - Levels 1 and 2	Core French 11 and Core French 12
Bridging	Non-credit ELL study blocks for additional support	Not applicable

Organizational Structure

Design of the English Language Development curriculum

The English Language Development curriculum follows the same format as is used in all other areas of learning and applies the Know-Do-Understand model of learning. It is based on the new Core French curriculum which, as a ministry-developed second language acquisition program, provides an ideal template for new BAA English Language Development courses. Students learn through Content (Know), Curricular Competencies (Do), and Big Ideas (Understand). More information about the model is available at <https://curriculum.gov.bc.ca>. Students will be placed in courses according to their ELL Level when they join the program and may move up more than one level or make an early exit.

Learning Resources:

There are no required texts for the English Language Development curriculum as ELL learning resources should be current and authentic. The following digital resources and books are examples of recommended learning resources that were available when this document was compiled:

Digital resources:

Readtheory.org - reading comprehension practice that is leveled and trackable

spellingcity.com - K-12 Tier II academic vocabulary practice. Multiple games, activities and tests. Also, trackable.

en.islcollective.com - thousands of video lessons specific to age, English level, and vocabulary or grammatical concepts.

www.lesplan.com - What in the World: A current events publication with comprehension and response worksheets

Books:

Stories of Our Syilx Ways 2016 - Okanagan Indian Band

The Good Grammar Book - Michael Swan & Catherine Walter: Oxford University Press 2001

Basic Grammar in Use: Reference and practice for students of English - Raymond Murphy: Cambridge University Press 1999

Writing Skills Book 3 - Diana Hanbury King: Educators Publishing Service Cambridge and Toronto 2002

Oxford Picture Dictionary, Second Canadian Edition - Jayme Adelson-Goldstein & Norma Shapiro: Oxford University Press Canada 2009 What a Life! Stories of Amazing People: Milada Broukal Pearson Education 2001

Sudden Twists: 18 Tales that Take a Surprise Turn - Burton Goodman: Jamestown Publishers 1989

A Beginning Look at Canada - Anne-Marie Kaskens: Pearson ERPI 2017

Based on Core French 5-12 (June 2016) © Province of British Columbia, accessed 27 February 2018 <<https://curriculum.gov.bc.ca/curriculum/core-french>>



Ministry of
Education

B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Joe Rogers, Superintendent of Schools verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: English Language Development - Introductory Grade: 10



TRAX Code:
(e.g. YVPA)

YESFL10B

School District Name and Number: 22 (Vernon)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Joe Rogers, Superintendent of Schools

Signature:

Date:

Feb 26, 2019

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Robert Lee, Board Chair

Signature:

Date:

Feb 26, 2019

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:

Send completed form to the Student Certification Branch
Email student.certification@gov.bc.ca

Revised July 2018