

BAA ESL Canadian Studies 10

District Name: Coquitlam

District Number: SD #43

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Date Developed: April 2004

School Name: District ESL programs

Principal's Name:

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: _____

Course Name: ESL Canadian Studies

Grade Level of course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisites:

(Student Profile)

This course is designed for the student who:

- has limited English skills
- level 3-3+ proficiency
- understands and can participate in class discussions
- is expanding vocabulary base to include more academic vocabulary
- is able to read independently and demonstrate understanding

Specialized Training Required:

It is suggested that teachers would have the necessary training/experience relevant to the teaching of ESL and Social Studies in a secondary school setting. Expected training could include courses in ESL and Social Studies methodologies.

Facilities or Equipment Required:

Classroom space, as well as access to the school library, audiovisual equipment and computers, will be required for students to meet the outcomes of the course.

Course Synopsis:

While developing their proficiency in English, ESL Canadian Studies 10 acquaints students new to Canada with Canadian geography, history, government, law, culture, customs and current events. In addition, this course allows students to explore Canada's role in the global community. To achieve these goals, a wide variety of strategies will be used to teach students how to access, comprehend and process information and communicate their understanding. Students will develop their skills in reading comprehension as well as speaking and writing descriptively and analytically, to formulate theses, to express their opinions and demonstrate an understanding of concepts in increasingly complex writing. The strategies, concepts, and language skills which will be taught are as important as the content.

Rationale:

In ESL Canadian Studies 10, all students, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest. While ESL students have much in common with other students, they have specific needs in two areas: acquiring English language proficiency and a basic knowledge of Canadian culture.

ESL Canadian Studies 10 is not a replacement for other social studies courses. Instead, it provides a foundation on which ESL students can build an interest in, and appreciation of Canadian culture and traditions.

Organizational Structure:

Topic	Title	Time
1	Our People	20%
2	Our Country	40%
3	Our World	20%
4	Our Province	20%
		100% (120 hours)

- * This course may be taught concurrently with the B/AA ESL Skills 10 course or in a linear timeline.

Topic Descriptions:

Topic 1: Our People

Time: 20%

Students will become familiar with the history, culture and contributions of the First Nations of Canada. They will explore the consequences of French and English colonization and conflict to the development of Canada.

Students will also undergo a study of more contemporary immigration to Canada from such places as China and India and will explore the importance of multiculturalism to Canada.

Students will learn about important Canadian symbols, heroes, traditions and holidays and will develop an understanding of what it means to 'be a Canadian'.

Students will continue to develop their ESL skills in the four strands of listening, speaking, reading and writing.

Curriculum Organizer - The First Nations of Canada

It is expected that students will:

- identify the first people of Canada
- identify the first people of their country of origin (access prior knowledge)
- recognize the cultures and lifestyles of the different First Nations before contact with Europeans
- assess the interactions between Aboriginal people and European people
- describe contributions made by Aboriginal people to development of Canada

Curriculum Organizer - The Founding Nations

It is expected that students will:

- identify the major French and English explorers and settlers
- describe the different areas of North America in which they settled
- demonstrate an understanding of the roots of conflict between the French and English in Canada
- describe contributions made by the French and British to the development of Canada
- compare the settlement of Canada with their country of origin

Curriculum Organizer - Canada Today

It is expected that students will:

- define immigration
- recognize countries of origin for immigrants
- define the contributions made by immigrants to the development of Canada
- recognize and define symbols, customs, and traditions
- describe the symbols, customs, and traditions of their country of origin (access prior knowledge)
- identify and describe famous Canadians
- identify famous figures of their country of origin
- use current events

- analyze the changing perception of Canadian identity

Curriculum Organizer - Language Skills

It is expected that students will:

- define and use new vocabulary in oral and written form
- demonstrate an understanding of new concepts presented in oral and written forms
- increase reading fluency and comprehension
- demonstrate an understanding of the language of description, sequence, comparison and evaluation
- express opinions in oral and written form which may include presentations and debate
- use past tense verbs and complex sentences in oral and written form
- write text in the passive voice
- demonstrate skills in listening for purpose, bias, fact and opinion

Topic 2: Our Country

Time: 40%

Students will look at the physical and political geography of Canada. They will study the regions, provinces and major land forms of this country.

Students will also focus on important environmental issues facing Canada today.

This unit will also look at the development of the Canadian system of law and government

Students will explore key events in Canadian history from Confederation to the present day.

This historical component of the unit is not meant to be linear, but rather a case study approach to major events.

A study of contemporary and important current events and issues will also take place.

Students will continue to develop their proficiency in the four strands of listening, speaking, reading and writing.

Curriculum Organizer - Geography Basics

It is expected that students will:

- recognize and interpret elements of physical geography
- recognize and interpret elements of political geography
- identify Canadian geographic superlatives (size and population of provinces and cities, largest lakes, longest rivers, etc.)
- identify and describe the political and physical regions of Canada
- identify and discuss major Canadian environmental issues (land use, pollution, over fishing, etc.)
- make comparisons with their country of origin

Curriculum Organizer - Law, Government and Citizenship

It is expected that students will:

- understand the structure of colonial government and the reasons behind Confederation
- identify and describe the three levels of government
- identify and describe the three branches of government
- compare Canadian government with the government of their country of origin
- demonstrate an understanding of the origins of civil, criminal law and use
- discuss the importance of the Constitution of Canada

- demonstrate an understanding of active citizenship
- define/describe the responsibilities of citizenship
- describe the importance of the Charter of Rights

Curriculum Organizer - Historical Highlights 1867 - present

It is expected that students will:

- demonstrate an understanding of key historical events in Canadian history such as:
 - Confederation
 - Louis Riel
 - RCMP
 - railways
 - World War I
 - Depression Years
 - World War II
 - FLQ
 - current events and issues
- identify and describe some key historical figures or events from their country of origin.

Curriculum Organizer - Language Skills

It is expected that students will:

- demonstrate an understanding of key vocabulary and concepts presented in oral and written forms
- demonstrate comprehension of increasingly diverse and difficult text materials
- demonstrate listening for bias, fact, opinion, and purpose
- express opinions in oral and written form
- use a wider variety of verb tenses correctly
- use a variety of sentence structures incorporating new vocabulary in oral and written form with increased correctness
- use the language of comparison, sequence, description in oral and written forms

Topic 3: Our World

Time: 20%

Students will continue their study of political and physical geography with more of a global focus. They will examine continents, countries and regions of the world.

Students will explore Canada's position in a global society and will study major world organizations, such as the UN, NATO, and NAFTA. Students will become aware of the concepts and consequences of globalization. Students will also explore key global current events and issues.

Students will continue to develop their proficiency in reading comprehension and oral and written language using increasingly complex vocabulary and structures.

Curriculum Organizer - World Physical and Political Geography

It is expected that students will:

- demonstrate an understanding of world political and physical geography

- identify countries and major cities
- identify and define continents, oceans and major landforms

Curriculum Organizer - Trade and International Relationships

It is expected that students will:

- demonstrate an understanding of the international organizations and alliances that link Canada to the world, such as:
 - United Nations
 - NATO
 - NAFTA
 - Pacific Rim
 - GATT
 - G8

Curriculum Organizer - Current Events/Issues

It is expected that students will:

- demonstrate an understanding of important current events and issues and how they relate to Canada, such as:
 - terrorism
 - environmentalism (Kyoto Accord)
 - RCMP
 - globalization
 - political corruption

Curriculum Organizer - Language Skills

It is expected that students will:

- demonstrate an understanding of new vocabulary and concepts presented in a variety of oral and written forms
- use increasingly complex language structures and specialized vocabulary correctly in speaking and writing
- express opinions in oral and written form with increased clarity
- demonstrate an understanding of text book structure
- present logical arguments and write persuasively
- use the language of comparison, analysis, description with increased proficiency

Topic 4: Our Province

Time: 20%

The final unit will bring the focus of study closer to home. Students will apply their geographic skills to a study of the Province of British Columbia. Students will explore the structure and role of both provincial and municipal governments and will analyze the role these governments play.

Students will learn about major historical events in the province and will also study the major industries that form the basis of BC's economy. Students will continue with their analysis of current events but this time focus on issues important to BC.

Students will continue to develop their proficiency in comprehending and using increasingly complex oral and written language.

Curriculum Organizer - Political and Physical Geography of BC

It is expected that students will:

- demonstrate an understanding of the different regions of BC
- identify the major economic activities of BC
- recognize the major towns and cities of BC
- make comparisons with their first country

Curriculum Organizer - Provincial Government Structures

It is expected that students will:

- demonstrate an understanding of the structure of provincial government
- demonstrate an understanding of the political parties of BC
- identify and describe the government services
- identify important political figures in BC
- make comparisons with prior country of residence

Curriculum Organizer - Municipal Government

It is expected that students will:

- demonstrate an understanding of the geography of their current city
- identify and discuss the mayor and council of their current city
- identify and analyze problems and challenges in their current city, such as urban sprawl, transportation issues, crime)
- identify and describe services and events in their current city

Curriculum Organizer - Historical Snapshots and Case Studies

It is expected that students will:

- demonstrate an understanding of key historical events in BC history, such as:
 - the head tax on Chinese immigrants
 - the internment of Japanese Canadians
 - the Gold Rush
 - the fur trade
 - the Olympic bid
 - union activism

Curriculum Organizer - Language Skills

It is expected that students will:

- demonstrate an increased ability to read with fluency and comprehension in a wide variety of written materials
- use new vocabulary correctly in a variety of forms in oral and written language
- use appropriate genre to express ideas
- use more complex language structures correctly
- demonstrate listening for purpose, bias, fact, and opinion

Embedded in all the Topics are the *Applied Skills* of:

Researching

It is expected that students will:

- use the library
- access, analyze, evaluate and compare source materials
- note-take from sources
- prioritize information
- filter information
- access and evaluate internet sources
- develop and access strategies to eliminate plagiarism

Comprehending, Interpreting and Recording

It is expected that students will:

- interpret maps and legends
- interpret charts, tables and graphs
- interpret visual sources (videos, photographs, cartoons, diagrams)
- identify main ideas and supporting details
- identify point of view, bias, fact vs. opinion
- understand and apply social studies terminology
- use a variety of reading strategies
- paraphrase and summarize readings
- make inferences
- interpret, record and apply instructions
- note-take from lectures/presentations
- maintain accurate records and organize notes
- use dictionaries and other reference materials to develop broader vocabulary

Communicating

It is expected that students will:

- apply the writing process: drafting, revision, proofreading
- recognize and write thesis statements
- organize ideas into an essay format
- elicit information and ask assistance
- participate effectively in class discussions
- use interviewing skills
- use group work skills
- read aloud with clarity and confidence
- present information through public speaking

Instructional Component

It is expected that the teacher will use a variety of strategies and resources such as:

- direct instruction
- indirect instruction
- interactive instruction
- brainstorming
- group work
- role play and simulations
- independent instruction
- modeling
- audiovisual resources
- research projects
- demonstrations/presentations by students
- field trips
- observations
- Internet

Assessment Component

Assessment is done on an ongoing basis and includes teacher and student assessment of:

- the student's ability to access and process information
- the student's communicative competence in the areas of reading, writing, speaking and listening
- the student's progress in the use of increasingly specialized vocabulary
- the student's mastery of the topic content
- the student's ability to express more complex and sophisticated ideas in reports or essays during the term
- the student's adaptation to those aspects of Canadian methodology and curriculum that differ from those of the student's previous educational experiences

Oral and written language knowledge are measured in reference to Coquitlam Language Matrices. **(ESL Descriptors for Instructional and Assessment Practices 1999)**

Assessment Methods

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Suggested Learning Resources:

- *My County, Our History* ISBN 0-88751-047-7
- Social Studies 9-11 IRP Binders
- District 43 Social Studies 9-11 Resource Binder
- District 44 Reading 44 A Core Reading Framework
- *Nystrom Canadian Desk Atlas* ISBN 0-7825-0587-2
- *Gage School Atlas of Canada* ISBN 0-7715-8263-3
- *Being Canadian* ISBN 0-13-447319-1
- *A Beginning Look at Canada* ISBN 0-13-760117-4
(Teacher's Manual and Resource Package)
- *Canada: Growth of a Nation* ISBN 1-55031-407-6
- *Canada: A Growing Concern* ISBN 0-88996-130-1
- *Gateway to Canada* ISBN 0-19-541152-8
- *Multiculturalism: Canada's People* ISBN 0-13-604760-2
(Canadiana Scrapbook Series)
- *Internment and Redress: The Japanese Canadian Experience* ISBN 0-7726-4831-X
- *World Affairs: Defining Canada's Role* ISBN 0-19-541278

- *Government: Participating in Canada* ISBN 0-19-541332-6
- *The Kids Book of Canada* ISBN 1-55074-315-5
- *They Did it in Canada* ISBN0-921218-10-9
- *Community Canada* ISBN 19-5411692
- *Years of Promise: Canada 1945-1963* ISBN 0-13-971846-X
(Canadian Scrapbook Series)
- *Canada Coast to Coast* ISBN 17-604257-1
- *ESL Teacher's Book of Lists* ISBN 0-87628-307-5
- *Teaching Reading in Social Studies* ISBN 1-893476-07-3
- *The Government of Canada – Adapted/Modified Reading and Writing Response Activities*
- *World War II – Adapted/Modified Reading and Writing Response Activities*
- *Oxford Advanced Learner's Dictionary* ISBN 0-19-431422-7

Magazines

- *The Beaver*
- *Beautiful British Columbia*
- *West Coast Reader*
- *Canadian Geographic*
- *WestWorld*
- *Macleans*

Videos

- *CBC/Canada: A People's History CBC Life and Times Series*
- National Film Board of Canada videos

*** Consult school librarian for lists of Canadian authors and poets to complement course materials**