

# BAA CANADIAN BRIDGE 11

**DISTRICT NAME:** Coquitlam

**DISTRICT NUMBER:** SD #43

**DEVELOPED BY:** Jean Wong, Robert Lajoie

**DATE DEVELOPED:** May 2006

**SCHOOL NAME:** Coquitlam International Education  
(Winslow Site)

**PRINCIPAL'S NAME:** Patricia Gartland

**BOARD/AUTHORITY APPROVAL DATE:** June 20, 2006

**BOARD/AUTHORITY SIGNATURE:** \_\_\_\_\_

**COURSE NAME:** Canadian Bridge

**GRADE LEVEL OF COURSE:** 11

**NUMBER OF COURSE CREDITS:** 2

**NUMBER OF HOURS OF INSTRUCTION:** 60

**PREREQUISITES:  
(Student Profile)**

This course is designed for the student who:

- Has limited English skills
- Level 3-3+ proficiency (Developing)
- Understands and can participate in simple oral conversation
- Is expanding vocabulary base to include more academic vocabulary
- Is able to read independently and respond to material

**SPECIALIZED TRAINING REQUIRED:**

It is suggested that teachers have the training/experience relevant to the teaching of ESL in a secondary school setting. In addition, it is desirable that they have training experience in the delivery and management of course delivery in an on-line environment. Relevant training would also include courses in ESL methodology, language acquisition, and cultural diversity. Teachers should have experience in providing information on the graduation requirements and strategies for student success.

**FACILITIES OR EQUIPMENT REQUIRED:**

Computer lab or the equivalent technology available at home, as well as access to broadband Internet technology, will be required for students to meet the outcomes of the course.

**COURSE SYNOPSIS:**

Canadian Bridge 11 will offer an opportunity to our new international students who have been accepted to study in our school district and are simply waiting for their visa finalization. This on-line course will allow the students to become better equipped to handle the academic and social demands placed on international students. This course is of critical importance to several of our Offshore School partners in helping their students for participation in our short-term accelerated summer credit courses. 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 in speaking and writing to express their opinions and demonstrate an understanding of the learning tasks associated with this course.

**RATIONALE:**

In Canadian Bridge 11, all students, regardless of their language and cultural background, will have the opportunity to develop their potential to the fullest and be better prepared to integrate into the secondary school setting. 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.

Canadian Bridge 11 is not a replacement for ESL Canadian Studies 10. Instead, it provides a foundation on which ESL students can build an interest in, and appreciation of Canadian culture and traditions. The target audience is developmentally successful in their own country but need additional preparation for the social, cultural and academic requirements of studying in our district.

To maximize access to this course we will be using a hybrid model of on-line and teacher-lead learning support services.

**ORGANIZATIONAL STRUCTURE:**

<b>UNIT</b>	<b>TITLE</b>	<b>TIME</b>
1	Introduction to Canada	12
2	School and Community Involvement	12
3	Succeeding in School	12
4	Canadian History	12
5	Politics and Government in Canada	12
	<b>Total Hours</b>	<b>60</b>

**UNIT 1: Introduction to Canada**

**12 Hours**

Students will become familiar and knowledgeable with our transportation system, health and medical care, banking and currency, homestay environment, and personal safety in a Canadian cultural context.

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 reading and writing while concentrating skill development in speaking and listening.

**Curriculum Organizer – Transportation System**

*It is expected that students will be able to be able to:*

- Demonstrate an understanding of the local public transportation system
- Identify the transportation routes between school and home
- Recognize the alternative forms of transportation for various social, cultural or academic activities

**Curriculum Organizer – Health and Medical Care**

*It is expected that students will be able to be able to:*

- Identify the requirements for health and medical insurance coverage
- Describe the three essential service levels for health care
- Demonstrate an understanding of communicating your health care needs in english

### **Curriculum Organizer – Banking and Currency**

*It is expected that students will be able to:*

- Demonstrate an understanding of international currency transfer and or exchange
- Recognize the different financial institutions
- Recognize banking procedures and money management issues

### **Curriculum Organizer – Homestay and the Canadian Cultural Experience**

*It is expected that students will be able to:*

- Demonstrate an understanding of the homestay selection process
- Recognize their personal contribution to making homestay a success
- Recognize and define symbols, customs, and traditions

## **UNIT 2: School and Community Involvement**

**12 Hours**

Students will become familiar and knowledgeable with their school and community. This unit will cover the following topics: school clubs, volunteer services and work experience possibilities. Students will continue to develop their ESL skills in reading and writing while concentrating skill development in speaking and listening.

### **Curriculum Organizer – School Clubs**

*It is expected that students will be able to:*

- Recognize the different extra-curricular activities offered at school
- Recognize the basic skills and abilities required to participate in school activities
- Identify the importance of participation in school activities in relation to leadership, team-building and school spirit

### **Curriculum Organizer – Volunteer Services**

*It is expected that students will be able to:*

- Identify school or community-based services
- Recognize the different volunteer opportunities
- Recognize the importance of volunteering in your community

### **Curriculum Organizer – Work Experience**

*It is expected that students will be able to:*

- Understand the requirements of work experience in the context of the BC graduation program
- Demonstrate an understanding of the importance of work experience needed to be successful in Portfolio assessment
- Identify the importance of leadership and interpersonal skills as part of work experience

## **UNIT 3: Succeeding in School**

**12 Hours**

Students will become familiar and knowledgeable with graduation expectations, teacher expectations, District Code of Conduct, academic honesty and study skills. Students

will continue to develop their ESL skills in reading and writing while concentrating skill development in speaking and listening.

### **Curriculum Organizer – Graduation Requirements**

*It is expected that students will be able to:*

- Demonstrate an understanding of the current BC graduation program
- Identify graduation requirements for international students
- Demonstrate an understanding of study skills and time management

### **Curriculum Organizer – Teacher Expectations**

*It is expected that students will be able to:*

- Demonstrate an understanding of classroom expectations
- Identify concepts of modeling, participation, group work, guided independent study, and interactive instruction
- Identify the norms of classroom behavior
- Demonstrate an understanding of the academic honesty policy

### **Curriculum Organizer – District Code of Conduct**

*It is expected that students will be able to:*

- Demonstrate an understanding of appropriate student conduct, based on respect for oneself, respect for others and respect for property
- Demonstrate an understanding of school rules and regulations
- Demonstrate an understanding of the guidelines for homework as integral component of the education program

## **UNIT 4: Canadian History**

**12 Hours**

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 continue to develop their ESL skills in reading and writing while concentrating skill development in speaking and listening.

### **Curriculum Organizer – The First Nations of Canada**

*It is expected that students will be able to:*

- Recognize the cultures and lifestyles of the different First Nations before contact with Europeans
- Describe contributions made by First Nations to development of Canada

### **Curriculum Organizer – The Founding Nations**

*It is expected that students will be able to:*

- Demonstrate an understanding of the roots of conflict between the French and English in Canada

- Describe contributions made by the French and English to the development of Canada

### **Curriculum Organizer – Canada Today**

It is expected that students will be able to:

- Define the contributions made by immigrants to the development of Canada
- Describe the symbols, customs, and traditions of their country of origin
- Use current events

## **UNIT 5: Politics and Government in Canada**

**12 Hours**

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 ESL skills in reading and writing while concentrating skill development in speaking and listening.

### **Curriculum Organizer - Provincial Government Structures**

*It is expected that students will be able to:*

- Demonstrate an understanding of the structure of provincial government
- Identify and describe the government services
- Identify important political figures in bc
- Make comparisons with their country of origin

### **Curriculum Organizer - Municipal Government**

*It is expected that students will be able to:*

- Describe the neighborhood or community school concepts in British Columbia
- Identify and describe events in our municipality
- Identify the relationship between the municipal government and the school board

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

#### **Speaking**

*It is expected that students will be able to:*

- Develop confidence, pronunciation and fluency in one-on-one and group situations
- Participate in oral language activities such as discussions, readings, speeches and interviews
- Demonstrate how to elicit information and ask for clarification and assistance
- Demonstrate an awareness of and comfort with idioms and culturally embedded language
- Identify and use all parts of speech (prepositions, articles, conjunctions and pronouns)

- Identify and use appropriate verb tenses

### **Listening**

*It is expected that students will be able to:*

- Demonstrate an understanding of and respond to complex questions, instructions, requests and information
- Demonstrate listening for purpose, bias, fact and opinion
- Understand and respond to focused listening activities
- Compose notes from a lecture with some visual support discerning key vocabulary

### **Researching**

*It is expected that students will be able to:*

- Develop confidence in on-line research methods
- Access, analyze, evaluate and compare source materials
- Note-take from sources
- Access and evaluate internet sources

### **Communicating**

*It is expected that students will be able to:*

- Apply the writing process: drafting, revision, proofreading
- Elicit information and ask assistance
- Participate effectively in on-line discussions
- Use group work skills
- Present information through on-line forums

### **INSTRUCTIONAL COMPONENT:**

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

- Direct instruction
- Indirect instruction
- Interactive instruction
- Assigned group work
- Modeling
- On-line resources
- Observations

### **ASSESSMENT COMPONENT:**

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

- 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 TEACHER LEARNING RESOURCES:**

- Being Canadian ISBN 0-13-4473319-1
- A Beginning Look at Canada ISBN 0-13-604760-2
- Multiculturalism: Canada's People ISBN 0-13-604760-2
- Government Participating in Canada ISBN 0-19-541332-6
- The Government of Canada – Adapted/ Modified Reading and Writing Response Activities

**ON-LINE RESOURCES:**

- Our technology partner, Canadian Language Education On-Line (CLEO), specializes in the development of dynamics e-learning courses for ESL students. CLEO courses were produced in response to a growing demand for content that was fresh, uniquely Canadian
- [www.gleneagle.org](http://www.gleneagle.org)
- [www.sd43.bc.ca](http://www.sd43.bc.ca) (hyperlink to all secondary schools)
- [www.bced.gov.bc.ca/graduation/portfolio/resources.htm](http://www.bced.gov.bc.ca/graduation/portfolio/resources.htm)
- [www.canada.gc.ca](http://www.canada.gc.ca)
- [www.gov.bc.ca](http://www.gov.bc.ca)