

BAA ESL Skills 10

District Name: Coquitlam

District Number: SD #43

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Date Developed: March 2004

School Name: District ESL programs

Principal's Name:

Board /Authority Approval Date: April 20, 2004

Board /Authority Signature: _____

Course Name: ESL Skills

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 (approximately level 3+)
- understands and can participate in simple oral conversation
- understands and uses more complex language structure (although not yet mastered)
- is expanding vocabulary base to include more academic vocabulary
- is developing strategies to aid comprehension
- 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. Relevant training would include courses in ESL methodology, language acquisition, and cultural diversity.

Facilities or Equipment Required:

Classroom space as well as access to the school library and computer lab will be required for students to meet the outcomes of the course.

Course Synopsis:

This course enables ESL students to explore literature and to use language with confidence through exploration and practice in reading, writing, speaking, listening and cooperative learning.

Rationale:

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: language and culture. These needs must be met in such a way that they achieve a level of fluency in English commensurate with their age and ability. “The needs of the learners must drive the design of ESL programs. This approach is based upon actively valuing the students and developing a program that is most efficient in assisting them as they become bilingual . . . while simultaneously developing their academic skills.” *Ministry of Education, Supporting Learners of English*

Topic	Focus	Recommended Time
Reading	<ul style="list-style-type: none"> • short stories • novels • poetry • essays/articles • vocabulary development 	30%
Writing	<ul style="list-style-type: none"> • sentences • paragraphs • essays • vocabulary development 	40%
Listening	<ul style="list-style-type: none"> • critical listening skills • vocabulary development 	15%
Speaking	<ul style="list-style-type: none"> • participation in academic discussions on both an individual and group level • vocabulary development 	15%

ORGANIZATIONAL STRUCTURE**Curriculum Organizers****Suborganizers Communicate****Learning Outcomes**

This organizer includes the four main communicating skills – listening, speaking, reading and writing. It encourages the acquisition of knowledge and demonstration of learning.

Reading:

It is expected that students will:

- identify the main idea and supporting details

- identify and interpret different genres and content areas
- identify and interpret materials near grade level with support and extended time
- identify the elements of a short story and novel (plot, character, foreshadow ...)
- discuss themes in literature
- demonstrate an understanding of literary terminology
- demonstrate an understanding of poetic devices
- increase vocabulary and interpret meaning based on the content
- use reference materials such as an English dictionary, thesaurus, and the Internet with support
- demonstrate an understanding of and acquire information from original sources

Writing:

It is expected that students will:

- organize and express their ideas in different genres
- combine sentences to help understand simple, compound and complex sentences
- write a well-organized, five paragraph essay with a planned outline and thesis statement
- demonstrate the stages of the writing process: drafting, revision, proof-reading and editing
- master correct spelling, usage, punctuation and grammar
- acquire grammar concepts such as subject/verb agreement, subordinate clauses, non-count nouns, phrasal verbs, prepositions and quotations
- use an English only dictionary and thesaurus
- increase vocabulary such as through the use of language and word forms (morphology)
- demonstrate appropriate word order/placement
- identify and use all parts of speech (prepositions, articles, conjunctions and pronouns)
- identify and use appropriate verb tenses
- increase control of verb tenses in paragraphs and essays
- respond to literature in class under time pressure without the support of a translator or tutor

Speaking:

It is expected that students will:

- 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
- demonstrate appropriate work order/placement
- 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:

- 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

Embedded in the four topics (Reading, Writing, Speaking, Listening) are:

Grammar

It is expected that students will:

- use appropriate word order/placement
- identify and use all parts of speech (prepositions, articles, conjunctions and pronouns)
- identify and use appropriate verb tenses
- increase control of verb tenses in paragraphs and essays
- demonstrate conventional spelling

Acquiring Information:

It is expected that students will:

- demonstrate an understanding of and acquire information from original sources such as short stories, novels, poems, essays, articles and films
- use reference materials such as an English dictionary, thesaurus and the Internet with support

Assessment Component:

- 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:

Reading, Writing, Listening, Speaking

- The Cage (ISBN 7678300295)
- The War Between the Classes (ISBN 0-440-99406-3)
- Year of Impossible Goodbyes (ISBN 0-440-40759-1)
- Dare (ISBN 0-7736-7267-2)
- The Outsiders
- A Day No Pigs Would Die
- The Pigman
- Forbidden City (ISBN 0-7704-2813-4)
- Inside Stories I (ISBN 0-7747-1271-6)
- Impact Fifty Short Stories (ISBN 0-03008623-X)
- The Quickening Pulse (ISBN 0-887510159)
- Focus
- Classics Canada Series (ISBN 0-13-371170-6)
- Best Short Stories (ISBN 0-890616663-E)
- The Poet's Craft
- Poetry in Focus
- The Essay (ISBN 0-87694-062-9)
- Writing Academic English (ISBN 780201340549)
- Process and Practice (ISBN 0-07551413-3)
- Writing Essays: Strategies for Success (0-658005944)
- I'm Not In My Homeland Anymore (0-88751-075-2)

Grammar

- (Azar) Fundamentals of English Grammar
(textbook) (ISBN 0133382788)
(workbook) (ISBN 01334070970)
- (Azar) Understanding and Using English Grammar
(textbook) (ISBN 013958661X)
(workbook) (ISBN 0139586873)
- Grammar in Use – Intermediate (ISBN 05162598)
- Mastering Essential English Skills
- The Bare Essentials Plus (ISBN 077473554-6)

Vocabulary

- Words for Students of English (Series 1 to 7)
- Oxford Canadian Dictionary (ISBN 0-19-541120-X)
- Wordly Wise 3000 Series
- Roget's Thesaurus