

# Board/Authority Authorized Course Framework Template

School District/Independent  
School District No. 73  
Kamloops-Thompson

School District/Independent School  
Authority Number (e.g. SD43, Authority #432)  
SD73

Developed by:  
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Date Developed:

Research shows that ELLs benefit from continued explicit instruction beyond the emerging level for their development of appropriate social register in multiple language domains within a sheltered academic setting. This supports their varied cultural, social, emotional and language identities.

ELLs' various learning backgrounds and experiences are an invaluable resource for all learners. ELD 10 B continues to support students' English language development while they share their histories and culture within their new communities, in addition to cultivating the expression of their critical and creative thinking.

ELD 10 B will increase students' ability to use English to demonstrate cultural communicative competence in an academic setting while utilizing their past education and life experiences. Students will reflect on their experiences—especially their learning experiences—and be able to express what they have learned, thus establishing a growth mindset for learning.

Cultural communicative competence encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media with the understanding that this can successfully be achieved in various cultural contexts.

More specifically, the goals of this course are to help students:

- develop skills and strategies to support English in order to become communicatively competent in academic English environments;
- develop an awareness that language is expressed through a cultural lens and develop strategies to be successful in a new environment;
- connect and engage with others to strengthen intercultural communication skills in ways that respect identity and diverse perspectives;
- develop an understanding of how to express oneself clearly in order to present information in an organized way, in accordance with the conventions of academic English;
- explain, recount and reflect on experiences and accomplishments.

### Aboriginal Worldviews and Perspectives:

ELD 10 B shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focus on connections, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.
- Language and culture stresses the importance of oral tradition.

# Learning Standards





## Content – Elaborations

- listening: includes understanding and awareness of the cultural aspects of active listening and engaging with the speaker: eye contact, distance between speaker and listener, questioning,
- reading: refers to cultural organization of text; students consider what strategies they need to use to deconstruct text; they employ reading strategies with increasing independence depending on the purpose, text, and context
- speaking: uses language appropriately in a variety of contexts including debating respectfully, presenting, contributing to discussions, understanding when to use formal (academic) and informal (social) language, intonation, pausing, etc.
- viewing: refers to the ability to view and understand a range of visual or graphic communication
- writing: refers to organizational planning for writing structures, grouping ideas, note taking, elaborating, summarizing, inferring, and imagery
- representing: refers to the ability to communicate one's understanding through a variety of techniques
- intercultural communicative competence: the ability to communicate effectively in various cultural contexts
- pragmatic discourse: includes understanding meaning through voice, tone, intonation

- inspire and stretch student thinking;
- promote student engagement;
- reflect the relationships between emotion, motivation and cognition;
- connect learning to the local and global communities;
- provide opportunities for students to share learning and reflect;
- utilize technologies and other tools in purposeful ways;
- involve explicit and intentional teaching and,
- make learning visible, open, and transparent.

#### Frameworks:

- SIOP (Sheltered Instruction Observation Protocol)
- Knowledge Framework
- Systemic Functional Grammar (Michael Halliday)
- TPRS (Teaching Proficiency through Reading and Story-telling)
- KWL (Know, Wonder, Learn), KWE (Know, Wonder, What ELSE), anticipation guides, making predictions, 4 squares vocabulary, text-to-self, text-to-text, brainstorming, placement activities
- explicit vocabulary instruction
  - Frayer model, defining new vocabulary, pronunciation of new words, content word walls, anchor charts, personal dictionaries, concept definition maps, definition charts
- comprehensible input
  - graphic organizers, semantic organizers, appropriate language choice for audience, clear instructions (can include written instructions), wait time (5 seconds is recommended), multimedia resources, modelling and paraphrasing
- scaffolded interaction
  - gradual release model (Teacher to students, Teacher with students, students together, student independently), think aloud strategies, use at least 2 different structures during a lesson – pairs, triads, teams, varied by language proficiency or interest
- review of key concepts
  - Provide comprehensive review of key vocabulary: teach, review, assess, teach: use word study books, content word walls, etc.
  - Supply comprehensive review of key content concepts: review content directly related to objectives throughout lesson; use graphic organizers as a review
  - Regularly give feedback to students on their output: clarify, discuss, correct responses
  - Conduct assessment of student comprehension and learning: use a variety of quick checks: thumbs up/down, numbered wheels, small group boards, finger show, include self-assessment
- pre-reading strategies
  - SQP2RS, scanning, skimming, previewing text, T.E.V.E.S. (title, headings, introduction, every first sentence, visuals/vocabulary, end of chapter questions, summarize)

Recommended Assessment Components:

Teacher Professional Resources:

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