ESL English for Academic Success3

Submitted By:

Chinook's Edge School Division No. 73

Submitted On:

Mar. 16, 2016

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-3	75.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12

Acknowledgment

Course Description

ESL English for Academic Success 35 is a course offered in response to the English Language Learners' needs to build and extend their communicative competence within all aspects of literacy (listening, speaking, reading, writing, representing).

Course Prerequisite

These courses are intended for ELLs who have completed ESL course Levels 2, 3, and 4 or are benchmarked at Level 5 on the Alberta Education language proficiency benchmarks.

Teachers and students identify that there is a need for additional language and literacy instruction to strengthen the students' skills for listening, speaking, reading, writing, viewing, and representing expectations of core content programs of study through evidence based assessment.

Philosophy

Students will engage with and examine a range of general, academic, and content-specific materials from a variety of curricular areas that support the high school programs of study. They will study language, its functions, forms, vocabulary, and common cultural referents required to improve their literacy skills so that they are able to engage with a variety of written, oral, and representational aspects of communication.

The students will analyze and critique academic materials and practice communicating ideas through a variety of discourse forms (e.g. position papers). They will be exposed to and work with multiple genres and multiple perspectives and disciplines.

Students will explore the use of digital technological tools to enhance communication and literacy. Through the use of a variety of resources, individual students will engage in tasks that are designed to best suit their language learning needs.

Rationale

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of ESL English for Academic Success 35 is to respond to English Language Learners' needs to build and extend their communicative competence within all aspects of literacy (listening, speaking, reading, writing, representing).

This course provides opportunities for students to learn and apply the linguistic tools needed to fully participate and represent their knowledge in high school content area courses. By developing effective communication skills students are then better positioned to contribute to the community and to the world.

Learner Outcomes

This course is designed to offer intensive, explicit and focused language instruction to English Language Learners to enhance their literacy and communication skills. This course will focus on strengthening academic listening, speaking, reading, writing, viewing, and representing.

It is the final dedicated English as a Second Language course prior to transition to an academic core content course, or may be used as adjunct support alongside enrolment in academic core content courses. These pathways for learning would support successful completion of high school requirements and transition into the workplace and post-secondary educational opportunities.

General Outcomes

1 explore, comprehend, and manage ideas from various academic texts drawn from across the high school program of studies without duplicating content

2 understand and effectively apply language functions, forms (grammatical structures), academic vocabulary, and cultural referents

3 effectively apply metacognitive, literacy, learning strategies, digital tools, and critical thinking skills to enhance comprehension of text and response to text

4 create a number of texts, both personal and critical, that are representative of high school curricular expectations in the programs of study

Specific Learner Outcomes

1 explore, comprehend, and manage ideas from various academic texts drawn from across the high school program of studies without duplicating content	35-3
1.1 formulate questions to guide inquiry	X
1.2 understand the organizational patterns and language features of common academic genres	X
1.3 apply knowledge of Greek and Latin-based roots, prefixes and suffixes to enhance understanding of text	X
1.4 accurately paraphrase, summarize, and synthesize text selections	X
1.5 demonstrate an increased awareness of North American rhetorical forms and functions (e.g. linear argument)	X
1.6 broaden and deepen experience with materials and content familiar to Canadian readers	X
1.7 seek, organize, and synthesize information from multiple sources to form, support, or revise a position	X
1.8 develop and implement a plan for researching topics from across the curriculum	X
1.9 develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge	X

2 understand and effectively apply language functions, forms (grammatical structures), academic vocabulary, and cultural referents	35-3
2.1 apply the structures and language features appropriate to the text type and purpose (define, explain, describe, analyze, compare, classify, infer, argue, summarize, paraphrase, synthesize, and evaluate)	X

2.2 understand and show sufficient control over forms (grammatical structures) typical of specific academic genres (e.g. subordinate adverb clauses to demonstrate time relationships; passive voice in science reportage)	X
2.3 apply knowledge of forms (grammar) to enhance understanding of text (e.g. recognize transitional devices, embedded clauses or time relationships implicit in verb tenses)	X
2.4 develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge	X
2.5 demonstrate increased vocabulary to improve comprehension of the "gist" of complex texts	X
2.6 identify controlling ideas and their patterns in text	X
2.7 identify cultural referents in literature	X
2.8 distinguish subtleties of meaning in idioms, humour, figurative language, and sarcasm	X

3 effectively apply metacognitive, literacy, learning strategies, digital tools, and critical thinking skills to enhance comprehension of text and response to text	35-3
3.1 know and apply strategies to interact with and manipulate, mentally or physically, the material to be learned for a learning task (e.g. note-taking, translation, imagery formation, re-combining, relating new information to previously learned)	X
3.2 effectively utilize techniques for skimming, scanning, and close reading a text	X
3.3 critically evaluate validity and quality of resources and respect intellectual property	X
3.4 articulate the standards of good writing by critically examining rubrics, exemplars, and commentaries	X
3.5 search effectively for resources (e.g., primary, print, and online) to accomplish a particular task	X
3.6 know and apply metacognitive learning strategies to achieve greater independence in planning their learning (e.g. advance organization, directed attention, self-monitoring)	X

3.7 know and apply strategies to assist in learning by interacting with others (e.g. questioning, reciprocal reading, modeling)	X
3.8 know and apply study and time management skills and test-taking strategies (e.g. anxiety reduction, interpreting multiple choice questions, understanding rubrics)	X
3.9 act responsibly as a digital citizen	X

4 create a number of texts, both personal and critical, that are representative of high school curricular expectations in the programs of study	**35-3**
4.1 effectively communicate big ideas, themes, essential questions	X
4.2 apply strategies for generating and drafting ideas such as graphic organizers and structured brainstorming	X
4.3 critically select appropriate organizational structures to achieve the intended purpose of the task	X
4.4 critically select words and manipulate word order to convey precise meaning	X
4.5 effectively quote and/or cite sources to support a variety of expressive writing techniques; document sources accurately and avoid plagiarism	X
4.6 produce a variety of short and extended text forms necessary for subject area tasks, taking into consideration tone, audience, purpose, and context	X
4.7 effectively utilize self-help resources (print and electronic) such as dictionaries, thesauruses, translation dictionaries, and style guides	X
4.8 revise and edit one's own writing by using a rubric	X
4.9 adapt speech to context, audience, and purpose; speak with increasing accuracy and fluency	X
4.10 represent learning through digital formats	X

Facilities or Equipment

Facility

A standard classroom is a suitable setting in which to teach this course.

Facilities:

Equipment

There is no additional equipment required to teach this course, beyond that which is generally found in a standard classroom.

Learning Resources

All resources used to teach Locally Developed Courses are subject to Board of Trus approval and only those resources listed in this outline have been approved by the b motion attached.

Student Basic Resources

Textbooks:

Hogue, Ann and Oshima, Alice. Writing Academic English (fourth edition). Pearson

Student Support Resources

Online Resources:

General:

ESL/EFL Teaching/Learning Resources

http://academics.smcvt.edu/cbauer-ramazani/Links/esl_reading.htm

Reading Comprehension:

World Wide School Library

http://www.worldwideschool.org/library/catalogs/bysubject-top.html

Academic Writing:

Using English for Academic Purposes: A Guide for Students in Higher Education

http://www.uefap.com/writing/writfram.htm

Online Writing Lab: Purdue University

http://owl.english.purdue.edu/owl/

Advice on Academic Writing: University of Toronto

http://www.writing.utoronto.ca/advice

A+ Research and Writing: Internet Public Library for Teens

http://www.ipl.org/div/aplus/links.htm#writing

Others

Sensitive and Controversial Content

It is expected that all issues and texts that may be controversial or sensitive will be discussed with the school administration prior to their coverage in class.
Guiding principles for dealing with sensitive and controversial issues are outlined in Chinook's Edge *Policy 2-09 Teaching About Controversial Issues.*

Mitigation Strategies

Safety Components

All Chinook's Edge safety procedures will be followed as per regular classroom instruction, in accordance with Chinook's Edge *Administrative Procedure 4-19 Health & Safety*.
If students are taken off campus, all Chinook's Edge procedures pertaining to planning, parental consent, risk assessment, etc., will be followed in accordance with Chinook's Edge *Administrative Procedure 2-09 Field Trips - Planning & Requirements*.

Mitigation Strategies

Significant Overlap with Provincial Curriculum

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

Assessment

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of

learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

• Assessment of student performance is explicitly tied to the learning outcomes of the course

• Students are involved in understanding and articulating learning targets and criteria of success

• Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation

• Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity

• Students are provided choice in how they demonstrate learning

• Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success

• Assigned grades emphasize the most recent and most consistent evidence of student learning

• Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from http://www.jstor.org/stable/20442125

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final

report. Edmonton, Canada:

Course Evaluation and Monitoring

The Associate Superintendent Learning Services, in collaboration with the school Principal, will evaluate and monitor this course to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge) are met. The school Principal will supervise the implementation of this course at the school level.
Course prerequisites, copyright privileges, and conditions listed by the developing board will be strictly adhered to.

Appendix I

Appendix II

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