ESL Introduction to Canadian Studies 25-5

Submitted By:

Chinook's Edge School Division No. 73

Submitted On:

Apr. 24, 2014

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	ESL Introduction to Canadian Studies 25
Credit Number	5
Hours of Instruction	125.00 hrs
Implementation Dates	9/1/2014 - 8/31/2018
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 10 Grade 11 Grade 12
Course Description	The primary goal of ESL Introduction to Canadian Studies 15/25 is to provide English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while attaining the cultural/social/political awareness needed to function as effective members of Canadian society.
Course Prerequisite	

Philosophy

This course, ESL Introduction to Canadian Studies 15/25 provides additional opportunities for students to develop and refine the learner competencies outlined in the Alberta Education's Inspiring Education document.

 The primary goal is to provide English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while attaining the cultural/social/political awareness needed to function as effective members of Canadian society. English Language Learners (ELLs) at the beginning levels of English language proficiency face language-related barriers to achievement in social studies classes due to the use of extensive subject-specific vocabulary and the complexity of the discourse, grammatical structures, and language functions required. ELLs require English Language Development (ELD) while simultaneously creating and sharing knowledge upon which Canadian cultural, historical, geographical, and political concepts are built.

 The outcomes in the course will reflect the linguistic criteria in the Alberta Benchmarks Assessment Framework addressing the listening, speaking, reading, and writing strands of language, and the functions, forms, and vocabulary of English Language Development (ELD), and comply with the 2005 Alberta Education Vision for Senior High Social Studies program philosophies. "It has at its heart the concepts of citizenship and identity and a pluralistic view that citizenship and identity are shaped by multiple factors such as culture, language, environment, gender, ideology, religion, spirituality and philosophy" (p. 5 Alberta Social Studies Program of Study 2005). This course's methodology follows an inquiry-based study of issues through the social sciences. This course will provide the background from the junior high social studies program to provide continuity with the senior high programs. The learning outcomes in this course stress high-priority knowledge, skills, and attitudes of earlier grades, and deliberately mirror curriculum from the Elementary and Junior High Program of Studies.

Rationale

English Language Learners at English Language Proficiency (LP) Level 1 or Level 2 require from one to four semesters of specially-designed content-based language instruction that prepares them to enter Social Studies courses within the regular Alberta Program of Studies. English Language Learners at a Level 3 English Language Proficiency require explicit instruction in specific vocabulary, structures, and discourse patterns associated with the academic "ways of thinking" required in the Social Studies Program of Studies.

The intent is to provide pre-requisite background knowledge of Canada, address explicit and implicit cultural values, and offer instruction in the language, skills and approaches of the Alberta Social Studies Program of Studies for students to be able to enter Social Studies 10-1, 10-2 or 10-4.

Learner Outcomes

The instructional approach will:
 • simultaneously develop communicative and academic language skills and conceptual content knowledge.
 • build background knowledge of the unique nature of Canada and its land, history, complexities, and current issues.
 • provide explicit instruction in oral skills, vocabulary, grammar, and discourse.
 • employ issue-based themes and an inquiry approach that will help students think creatively and critically to solve problems.
 • include scaffolding devices, techniques, and resources that make content accessible to ELLs.
 • engage students in authentic collaborative and interactive classroom activities that model Canadian classroom expectations and democratic processes.
 • enhance critical thinking skills necessary for decision making and problem solving in a complex and diverse country.
 • focus on learning and literacy strategies.
 • include activities and simulations that help students connect personal experiences and world events.
 • demonstrate to students ethical research methods, how to present findings and how to defend their opinion.
 NOTE: Where the symbol √ appears at a higher level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

General Outcomes

1   demonstrate receptive and expressive language skills appropriate for social studies courses - listening and speaking; reading; writing (see Alberta ESL Proficiency Benchmarks Grades 10 - 12, LP 1,2,3 for illustrative examples)

2   understand and effectively apply English language functions, forms (grammar), and vocabulary appropriate in social studies contexts

3   demonstrate the personal traits and behaviors underlying the dimensions of thinking critically, creatively, historically, geographically, and cooperatively for decision making and problem solving

4   engage in purposeful inquiry procedures and research processes and communicate basic information, concepts, evidence, ideas and opinions regarding citizenship and identity in a Canadian context

Specific Learner Outcomes

1 demonstrate receptive and expressive language skills appropriate for social studies courses - listening and speaking; reading; writing (see Alberta ESL Proficiency Benchmarks Grades 10 - 12, LP 1,2,3 for illustrative examples)	15-5 25-5
1.1 Listening and Speaking: understand more words (utility, descriptive, social-studies specific, academic) express needs, feelings, preferences	X X
1.2 Listening and Speaking: understand more words (utility, descriptive, social-studies specific, academic, and multiple meaning), comment, state opinion, express agreement or disagreement	X
1.3 Listening and Speaking: understand and express subject-verb-object and compound sentences	X
1.4 Listening and Speaking: understand and express complex sentences in unfamiliar contexts	X
1.5 Listening and Speaking: respond to literal and open-ended questions	X
1.6 Listening and Speaking: respond to hypothetical questions	X
1.7 Listening and Speaking: seek clarification by using familiar expressions, restating, and paraphrasing	X
1.8 Listening and Speaking: seek clarification by asking questions	X
1.9 Listening and Speaking: respond to and express appropriately common social expressions, intonation, and idiomatic expressions	X
1.10 Listening and Speaking: respond appropriately to slang, humour, idioms; recognize and use appropriate register and intonation	X
1.11 Listening and Speaking: understand familiar commands, two-step instructions, and the gist of discussions and presentations containing simple sentences	X

	Col 1	Col 2
1.12 Listening and Speaking: understand main ideas, examples, and clauses in detailed paragraphs		X
1.13 Listening and Speaking: recognize common contractions, minimal pairs, and familiar reduced speech	X	
1.14 Listening and Speaking: understand rapid speech on familiar topics		X
1.15 Listening and Speaking: express using common pronouns, adjectives, adverbs, nouns, possessives, prepositions, verbs in present tense, continuous, and simple past tenses	X	
1.16 Listening and Speaking: express using negatives, noun phrases, adjective phrases, irregular plurals, verbs in future continuous and irregular past tenses with some errors		X
1.17 Listening and Speaking: express with patterned and predictable affirmative and negative statement, questions, and commands	X	
1.18 Listening and Speaking: add detail to affirmative and negative statements, questions, and commands		X
1.19 Listening and Speaking: use known phrases, everyday expressions, first-language translation, and everyday questions	X	
1.20 Listening and Speaking: use circumlocution and clarifying questions		X
1.21 Listening and Speaking: connect ideas using common conjunctions, time markers, sequence markers	X	
1.22 Listening and Speaking: connect ideas using conjunctions and prepositional phrases		X
1.23 Listening and Speaking: demonstrate comprehensible pronunciation and appropriate intonation in familiar and rehearsed activities	X	
1.24 Listening and Speaking: demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities with occasional errors		X
1.25 Reading: understand more words (utility, descriptive, and subject-specific)	X	X
1.26 Reading: understand a range of words through contextual cues		X
1.27 Reading: understand simple, compound, and simple detailed sentences	X	

1.28 Reading: understand complex sentences containing subordinate clauses, relative clauses, and conditional clauses	X	
1.29 Reading: decode sight words, word families, consonant blends, long-and short-vowel sounds	X	
1.30 Reading: decode root words, prefixes, suffixes, and vowel diagraphs	X	
1.31 Reading: use pictures, patterned sentences, contextual cues, rereading, reading on, and root-word recognition to comprehend	X	
1.32 Reading: use prediction, inference, contextual cues, and affix analysis to comprehend	X	
1.33 Reading: understand literal meaning, common social expressions, and figurative language	X	
1.34 Reading: understand explicit social references, cultural references, and figurative language in a variety of texts	X	
1.35 Reading: understand simple explanations, narratives, procedural and descriptive texts	X	
1.36 Reading: understand ideas in related paragraphs indicating comparison and contrast and using transition words	X	
1.37 Reading: use comprehension strategies(sounding out words, re-reading, clustering phrases)	X	
1.38 read with: increasing expression, attention to common punctuation, and meaningful word substitutions	X	
1.39 Writing: use more words (utility, descriptive, and subject-specific)	X	X
1.40 Writing: use a range of words (utility, descriptive, subject-specific, and academic)	X	
1.41 Writing: use familiar nouns, pronouns, possessive pronouns, prepositional phrases, and regular and irregular verbs in continuous and simple past tenses	X	
1.42 Writing: use negatives, irregular plurals, object pronouns, prepositions, and regular and irregular verbs in past and future continuous tenses with occasional errors	X	
1.43 Writing: simple declarative and negative statements, questions, and simple compound and simple detailed sentences	X	
1.44 Writing: write a variety of complex sentences	X	

1.45 Writing: spell familiar and irregularly spelled words, distinguish between homophones and homonyms	X
1.46 Writing: select more precise synonyms, confirm spelling, and improve accuracy of punctuation	X
1.47 Writing: produce text for specific purposes using templates, and graphic organizers	X
1.48 Writing: produce expository text and narrative text using culturally appropriate forms and styles	X
1.49 Writing: connect ideas in simple sentences and a basic paragraph	X
1.50 Writing: connect ideas in a three-paragraph narrative or descriptive composition	X
1.51 Writing: edit sentences and paragraphs for punctuation, spelling, and detail	X
1.52 Writing: edit and revise expository and narrative texts	X

2 understand and effectively apply English language functions, forms (grammar), and vocabulary appropriate in social studies contexts	15-5 25-5
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 X
2.2 understand and show sufficient control over forms (grammatical structures) typical of social studies academic genres	X
2.3 elicit, clarify and respond appropriately to questions, factual information and opinions on issues	X
2.4 use correctly the grammatical structures of spoken English appropriate for this level	X
2.5 demonstrate increased vocabulary to improve comprehension of the "gist" of complex informational and narrative texts	X
2.6 develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge	X
2.7 enhance understanding of text (e.g. recognize transitional devices, embedded clauses or time relationships implicit in verb tenses)	X

2.8 demonstrate increasing accuracy and pronunciation of social studies vocabulary	X
2.9 identify a few connecting devices and transition words that are used to show relationships among ideas	X
2.10 use a number of vocabulary building and word recognition strategies and resources to understand social studies texts	X

3 demonstrate the personal traits and behaviors underlying the dimensions of thinking critically, creatively, historically, geographically, and cooperatively for decision making and problem solving	15-5 25-5
3.1 describe historical lifestyles of aboriginal peoples prior to settlement	X
3.2 explain how contacts between aboriginal groups affected each other positively and negatively	X
3.3 provide reasons for the exploration and settlement of Canada	X
3.4 explain the impact of European settlement on First Nations	X
3.5 analyze and appreciate the presence and influence of diverse aboriginal peoples as inherent to Canada's culture and identity	X
3.6 analyze and appreciate the origins, presence and influence of Franco- phones as inherent to Canadian identity (bilingual nature of Canada)	X
3.7 identify and explain key events in Canada's history that determined Canadian identity (settlement, British/French influences and conflicts, confederation, expansion of provinces, and world wars)	X X
3.8 describe the roles of the three levels of government	X
3.9 describe the structure and function of the federal government (judicial and parliamentary systems)	X
3.10 explain the significance of important constitutional documents (BNA Act, Constitution, Charter of Rights and Freedoms)	X

3.11 Identify, label, and interpret maps with basic features of Alberta geography (cities, towns, water bodies, natural regions, resources, etc.)	X	
3.12 label and interpret maps of Canada (physical features, provinces and territories, capitals, economic and demographic representations)	X X	
3.13 show how geographical conventions help explain global phenomena (globes and atlases as representations; countries in relation to Canada; map legends, symbols and scale; longitude, latitude and time zones; climate regions; political vs. physical maps, etc.)	X X	
3.14 explain similarities and differences among provinces and territories, and among Canada and other countries	X X	
3.15 identify how Albertans make use of their natural resources	X	
3.16 explain processes involved in extracting, developing and marketing selected Canadian resources and products	X	
3.17 explain how a community's physical geography influences human activity and shapes identity (employment opportunities, climate effects, etc.)	X X	
3.18 analyze how people in various communities depend on, adapt to, and change the environment in which they live and work	X	
3.19 analyze the physical and political regions of Canada in terms of federalism, regionalism, disparity, and alienation	X	
3.20 identify common ways that individuals show care and concern for the environment (recycling, energy conservation)	X X	
3.21 analyze and evaluate Canadian and international efforts to protect the environment	X	

4 engage in purposeful inquiry procedures and research processes and communicate basic information, concepts, evidence, ideas and opinions regarding citizenship and identity in a Canadian context	**15-5 25-5**	
4.1 participate in collaborative learning tasks and contribute to group projects	X X	
4.2 conduct research using current, reliable information sources from around the world	X	

4.3 use and manage information and communication technologies	X	X
4.4 locate, extract, and organize key facts from informational texts designed or adapted for beginning learners of English	X	X
4.5 locate, extract, and organize information from authentic resources		X
4.6 compare information from a number of sources and evaluate them for reliability and point of view		X
4.7 identify sources using footnotes	X	
4.8 identify sources in correct bibliographical style		X
4.9 use models for problem solving and decision making		X
4.10 use models for decision making	X	X
4.11 develop the skills of skimming and scanning to gather relevant information	X	X
4.12 use graphic organizers, such as retrieval charts or Venn diagrams, to make meaning of information	X	X
4.13 organize, interpret and present findings in a variety of formats (maps, charts, tables, graphic organizers, etc.)	X	X
4.14 organize and synthesize information gathered from a variety of sources by using tools such as databases, spreadsheets or electronic webbing		X
4.15 determine themes, patterns, and trends from information gathered		X
4.16 draw and support conclusions, based on information gathered to answer a research question		X
4.17 express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates	X	X
4.18 develop and express an informed position on an issue that is supported by information gathered through research		X
4.19 reflect on and describe the processes involved in completing a project	X	X
4.20 reflect on changes of perspective or opinion based on information gathered and research conducted		X
4.21 listen to others to understand their perspectives	X	X

4.22 examine diverse perspectives regarding an issue presented in the media (e.g. bias)		X
4.23 demonstrate awareness of and respect for diversity in the Canadian population (ethno-cultural identity, age, physical and intellectual ability, gender, and sexual orientation)		X
4.24 demonstrate awareness of the diversity of languages and cultures represented in the school, local community, and Canada	X	X
4.25 appreciate the rights, privileges, and responsibilities of Canadian citizenship	X	X
4.26 be familiar with patterns associated with Canadian diversity (FNMI and founding nations, immigration)	X	X
4.27 compare and contrast social and economic structures within selected cultural groups (national and international)		X
4.28 examine issues in current events to identify and evaluate multiple points of views and suggest alternative solutions		X
4.29 compare and contrast elements of Canadian culture to American culture and/or to one's home culture		X
4.30 explore one's personal identity as influenced by membership in various cultural groups	X	X
4.31 be familiar with the traditions and concepts of democracy and responsible citizenship (elections, government processes)	X	X
4.32 explain the sequence, correlations and causes and effects of selected historical events		X
4.33 construct and interpret information presented in maps and other visual forms to understand places and people of Canada	X	
4.34 create and interpret thematic maps to analyze economic, historical and political issues		X
4.35 name and describe common Canadian pastimes, attractions; and flora and fauna	X	X
4.36 Be familiar with the traditions, concepts, and symbols of Canadian identity (flag, anthem, observances, and holidays)	X	X

Facilities or Equipment

Facility

There are no special facilities or spaces required to teach this course; a standard classroom is suitable.

Equipment

There is no special equipment recommended or required to teach this course, outside of that which is found in a standard classroom.

Learning Resources

ESL Introduction to Canadian Studies 15
Kauffman, Dorothy and Apple, Gary Oxford Picture Dictionary For The Canadian Content Areas. Oxford University Press 2010.
Kaskens, Anne-Marie. A Beginning Look at Canada. Longman. 2003.
The Nystrom Atlas of Canada & The World. Nystrom 2003.
Worldviews and Aboriginal Cultures: Where hearts are rooted
For additional resources please refer to (CORE) Collaborative Online Resource Environment.
ESL Introduction to Canadian Studies 25
Our Country, Our Parliament A Guide for Learners of English as a Second Language and an Introduction How Parliament Work. Library of Parliament. 2009.
Stanford, Quentin & Linton, L., Canadian Oxford School Atlas. Oxford University Press
Sauve, Virginia. Gateway to Canada. Oxford. 2012.

Others

Identification of Controversial or Sensitive Course Components

It is expected that all issues and texts that may be controversial or sensitive in nature, will be discussed with school administration prior to coverage in class.

Identification of Safety Components

All Chinook's Edge School Division No. 73 procedures (planning, parental permission, risk assessment, etc.) will be followed if students are taken off of the school campus , in accordance with Chinook's Edge School Division No. 73 Administrative Procedure 2-09 *Field Trips and Excursions*.

Significant Overlap with Provincial Curriculum

This course is a reauthorization and previously has been found to have no significant overlap.

Assessment

The language level of the oral and written texts, and the assessment tasks align with the Alberta K-12 ESL Proficiency Benchmarks, Grades 10-12. Introduction to Canadian Studies 15 aligns with Levels 1 and 2; Introduction to Canadian Studies 25 aligns with Level 3. For example, students in Canadian Studies 15 will demonstrate their understanding through oral responses, visuals, graphic organizers and structured paragraphs. Students in Canadian Studies 25 will demonstrate their understanding through longer oral presentations, reading more inferential text, and writing descriptive and expository passages. Evaluation includes assessment of both content knowledge and linguistic proficiency and provides feedback for developing language skills.

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 evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels 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 of Learning Services, in collaboration with school Principals, will evaluate and monitor courses to ensure that all requirements by Alberta Education, the developing school board, and Chinook's Edge School Division No. 73 are met. The school Principal will supervise course implementation at the school level. Course pre-requisites, copyright privileges, and conditions listed by the developing board will be adhered to.

Appendix I

1   ESL Intro to Can Studies Attachment 2011.pdf

Appendix II

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