



Academic Language for ELL 10

Developed by: Yukon Department of Education Adapted from Surrey School District <i>Introduction to Academic Language for ELL 10</i>	Date Developed: March 2022
School Name: Vanier Catholic Secondary School and FH Collins Secondary School	Signature of Superintendent:
Committee Approval Date:	Committee Chair Signature:
Course Name: Academic Language for ELL 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Department Authorized Prerequisite(s):

N/A

Special Training, Facilities or Equipment Required:

N/A

Course Synopsis:

Academic Language ELL 10 is designed for English Language Learners (ELLs) who have made some progress in developing their Basic Interpersonal Communication Skills (BICS) already and are ready to more intently and explicitly begin developing academic English (Cognitive Academic Language Proficiency, or CALPS). In this course, students grow their knowledge and skills for academic communication in English through explicit vocabulary, reading, writing, speaking, listening, viewing instruction in a sheltered environment. This course builds a bridge between students' previous learning, their personal and social identities and relationships, and the new cultural setting within which they are now interacting. This course assists students in maintaining and enhancing their first language(s) (L1) and in the necessary further building of their English competencies. The course is designed for ELLs with a developing level of English.

Goals and Rationale:

All students, regardless of their age, language or cultural background, require the opportunity to develop their potential to the fullest. While ELLs have much in common with other students, they have specific needs in the areas of language development and cultural adjustment. For many ELLs, the change in their situation requires additional support to help them develop more increasingly complex, sophisticated, and independent communication. During the initial stages of cultural adjustment, the ELL sheltered classroom and ELL teacher provide the socio-emotional support for students' late-entry into our education system. Research shows that ELLs who receive explicit instruction for their language development achieve greater long-term success.

Introduction to Academic Language ELL 10 enables the English language learners to:

- develop and maintain a sense of self-worth
- develop and preserve a pride of heritage
- develop communicative competence at a level commensurate with the student's potential, in the areas of listening, speaking, reading and writing.
- understand aspects of methodology and curriculum that differ from their previous experiences
- develop an understanding and appreciation of cultural differences and similarities

Yukon First Nations Perspectives:

- Learning is understanding identity and one's relationship with the external environment
- Learning requires exploration of identity
- Learning involves recognizing the consequences of actions
- Learning involves generational roles and responsibilities
- Learning involves the teacher as facilitator of a student-centered course
- Learning ultimately supports the well-being of the community, family, and self.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning recognizes the role of Yukon First Nations ways of knowing, doing, and being
- Learning is embedded in memory, history, and oral story
- Learning involves patience and time
- Learning involves recognizing that some knowledge and protocol is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

Information is accessed for diverse purposes and from a variety of texts	Contextual academic language is essential for comprehension and to convey meaning in a variety of contexts.	Effective communication includes exchanging ideas and viewpoints to share thinking.	Understanding cultural context affects how we understand language	Acquisition of English and understanding Canadian culture increases opportunities to participate in the community and to contribute to society
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Comprehend and Connect (reading, listening, viewing) in increasingly academic language:</p> <ul style="list-style-type: none"> • Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts • Connect reading material to personal experiences (via discussions, debates, persuasive writing, research) • Appreciate reading and being read to for information and pleasure • Understand the subtle, social or cultural nuances of language, and how it constructs personal and cultural identities • Display active listening • Understand meaning through voice, tone, and intonation • Engage in a variety of text forms and genres to identify grammatical and syntactic signals regarding social and historical values and perspectives in texts including references to Canadian culture and physical geography <p>Create and Communicate (writing, speaking, representing) in increasingly academic language:</p> <ul style="list-style-type: none"> • Use varied vocabulary, including content-specific language, colloquial, idiomatic and figurative language appropriately in various social settings 	<p><i>Students are expected to know the following:</i></p> <p>Strategies to support intercultural communicative competence:</p> <ul style="list-style-type: none"> • Language and communication are culturally dependent • Language learning takes different amounts of time for each learner • Communication has a variety of approaches influenced by one's experience and background: pragmatic discourse • Idioms, figurative language, connotations, denotations <p>Oral language structures as built through</p> <ul style="list-style-type: none"> • Recount • Narrative storytelling • Information Report • describing • classifying • comparing • First Nations oral traditions

<ul style="list-style-type: none"> • Develop and refine texts to develop understanding of genre • Use writing strategies to plan, develop, and create meaningful texts for a variety of genres • Create meaningful texts through exchanging ideas, extending thinking and transforming ideas to create original texts • Express and support an opinion with evidence • Develop and use increasingly academic language to identify, create, and share ideas, feelings, opinions, and preferences with evidence and logic • Develop and expand ability to use conventions of Canadian spelling, grammar, and punctuation as appropriate to the context, including acknowledgements and citations • Exhibit less evidence of literal translation in L2 output 	<p>Text features and structures</p> <ul style="list-style-type: none"> • text forms, features and functions of specific genres (e.g.: patterns of nonfiction vs. fiction) <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • linguistic elements • grammar • elements of style • usage and conventions • literary elements • figurative language • intonation and register • non-verbal expressions <p>Strategies and processes</p> <ul style="list-style-type: none"> • organization • multilingual connections • reading strategies • oral language strategies • listening strategies • writing processes • creative and critical thinking processes • social, emotional, and metacognitive skills and strategies
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Big Ideas – Elaborations

Text/texts: Text and texts are generic terms referring to all forms of oral, written, visual, or digital communication:

- Oral texts include speeches, poems, plays, oral stories, songs or newscasts and interviews
- Written texts include novels, articles, short stories and adapted text.
- Visual texts include posters, photographs, and other images
- Digital texts include electronic forms of all of the above.
- Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements, radio broadcasts).

Academic language: is the language needed by students to be successful in school, it is the language used to express ideas and thoughts across content areas; it can be oral and/or written language, and it is of a more succinct and formal register.

Cultural context: awareness of language features (expressions, idioms, figurative language, pragmatic discourse, acculturation, etc.) promotes successful language learning; learning requires exploration of one's identity.

Curricular Competencies – Elaborations

Academic language: the academic English needed by students to be successful in schools where English is the primary language of instruction; it is the language used to express ideas and thoughts across content areas. Academic English can be oral and/or written language, and it is of a more succinct and formal register.

Strategies: refers to the planned approaches efficiently employed to increase comprehension (e.g. making predictions, asking questions, determining importance, drawing conclusions, etc.)

Multimodal texts: texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, graphic novel, postmodern picture book, close-captioned film)

Cultural nuances: the subtleties of communication unique to a cultural group which are often inferred or implied

Cultural identity: the sense of self and belonging created by living and connecting with a unique cultural group

Content – Elaborations

Content – Elaborations

Intercultural communicative competence: the ability to communicate effectively in various cultural contexts

Pragmatic discourse: includes understanding meaning through voice, tone, intonation, and non-verbal cues like gestures and other body language

First Peoples' oral traditions: e.g., circular, iterative, cyclical

Text feature: elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, keywords, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes

Structures: how text is organized

Functions: the purpose of the language form in its position (e.g.: a gerund is in the form of a verb, but has the function of a noun)

Genres: literary or thematic categories (e.g. adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech) narrative structures: circular, iterative, cyclical

Linguistic elements: morphology, phonology, pragmatics, syntax, and semantics

Grammar: how syntax, semantics and morphology work together to create conventional accuracy (e.g. verb tense, prepositions, variety of sentence types, plurals, etc.)

Elements of style: stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone, etc.

Usage: accurate application of language (e.g. collocations, avoiding double negatives, idioms, word misuse, etc.)

Conventions: common practices in standard punctuation, capitalization, Canadian spelling, quoting and citing.

Literary elements: plot, characterization, theme, setting, prologue, etc.

Figurative language: use of idioms, metaphors, and other expressions that cannot be translated literally.

Register: a speaker/writer's level formality dependent upon the audience, situation and/or culture

Organization: includes time management, preparedness (including binders, lockers, travelling), planning for the writing process, scheduling for deadlines

Content – Elaborations

Multilingual connections: use of L1 (and any additional languages present), cognates, and translation to develop English comprehension

Reading strategies: there are many strategies that readers use when making sense of text; students consider what strategies they need to use to “unpack” text; they employ strategies with increasing independence depending on the purpose, text, and context; strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting

Oral language strategies: includes pronunciation, enunciation, speaking with expression, connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing

Listening strategies: includes listening to a variety of speakers in multiple formats for various purposes, recounting, following directions, etc.

Writing processes: there are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing.

Creative and critical thinking processes: synthesis, analysis, evaluation, translation/ability to relate, inquire, etc.

Social, emotional, and metacognitive skills and strategies: refers to collaborating with others, using self-advocacy, self-reflection, self-awareness, building relationships, responsible decision making, and using self-regulation skills to be successful in the classroom and gain independence as a language learner with a positive growth mindset

Recommended Instructional Components:

- encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others;
- acknowledge the social nature of learning;
- tailor flexible groupings to enhance engagement and learning;
- allow for both physical and virtual collaboration;
- support the personal aspect to learning;
- differentiate content, processes, and products;
- promote risk-taking, wonder and curiosity;
- build connections across and within areas of knowledge;
- build vocabulary across and within areas of knowledge;
- embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peerassessment;
- inspire and stretch student thinking;

- promote student engagement;
- reflect the relationships between emotion, motivation and cognition; BAA Course Framework
- 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

Recommended Assessment Components: Ensure alignment with the [Communicating Student Learning E-book](#) and the [Principles of Quality Assessment](#)

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback

Learning Resources:

- Frames for Fluency (Ballard & Tighe)
- Yukon First Nations stories, myths and legends
- Scholastic Series: Take Action, Talk About and Extreme Hi-Lo

Additional Information:

This course framework is based on the Introduction to *Academic Language for ELL 10*, *Academic Language for ELL 10* and *English Language Development 10* courses developed by the Surrey School District, with their permission.