

LOCALLY DEVELOPED COURSE OUTLINE

ESL Expository English (2020)15-5

ESL Expository English (2020)25-5

Submitted By:

The Calgary School Division

Submitted On:

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Course Basic Information

| <u>Outline Number</u> | <u>Hours</u> | <u>Start Date</u> | <u>End Date</u> | <u>Development Type</u> | <u>Proposal Type</u> | <u>Grades</u> |
|-----------------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------|
| 15-5 | 125.00 | 09/01/2020 | 08/31/2024 | Developed | Authorization | G10 |
| 25-5 | 125.00 | 09/01/2020 | 08/31/2024 | Developed | Authorization | G10 |

Course Description

The primary goal of ESL Expository English 15-25 is to provide English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while developing and extending their listening, speaking, reading and writing skills through the exploration and creation of expository English texts.

Communicative Competence

Communicative Competence is the ability to communicate successfully in any context, be it social, academic, oral, or written (Alberta Education). Communicative competence is required for success in life, work, and continued learning. Canale and Swain (1980) offer a model of language proficiency that outlines the four communicative areas that contribute to communicative competence: linguistic, strategic, sociolinguistic and discourse for each of the four language strands: listening, speaking, reading and writing.

Please note that the following descriptions and examples are not exhaustive. Visit [LearnAlberta](#) for a more detailed explanation and examples of communicative competence.

Linguistic Competency:

Understanding and using vocabulary, language conventions (grammar, punctuation, spelling) and syntax (sentence structure).

Strategic Competency:

Using techniques to overcome language gaps, plan and assess the effectiveness of communication, achieve conversational fluency and modify text for audience and purpose.

Socio-Linguistic Competency:

Having an awareness of social rules of language (e.g., formality, politeness, directness), nonverbal behaviours and cultural references (e.g., idioms, expressions, background

knowledge)

Discourse:

Understanding how ideas are connected through patterns of organization and cohesive and transitional devices

Additionally, each language strand has a strand-specific competency. The strand-specific competencies are as follows:

Listening: auditory discrimination

Speaking: pronunciation

Reading: fluency

Writing: editing

The English Language Development (ELD) Framework

The English Language Development (ELD) framework (Dutro & Moran, 2003) provides a pedagogical structure to support the development of communicative competence within content area learning. Explicit language instruction based on the function (purpose) of language in the lesson or task forms the foundation of this instructional approach. Linguistic functions are often identified through the learning outcomes of the course (e.g., describe, analyze, persuade). Vocabulary (subject-specific and academic) and forms (grammar, sentence structures, and text organization) required to communicate these functions are explicitly taught and practiced in meaningful and authentic learning experiences to develop fluency in usage.

The ELD framework is applied to intellectually engaging tasks that are situated within a broader instructional approach of personalized learning and cultural responsiveness. ELD is comprised of the following components:

1. Explicit language instruction
 - a. Targets the communicative competencies outlined in the Alberta K-12 ESL Proficiency Benchmarks
 - b. Focuses on the language function, vocabulary, and forms necessary to access the content objective/task demands and provides practice and ongoing language-specific feedback to build fluency.
2. Frontloading challenging vocabulary and linguistic structures to render content understandable
3. Capitalizing on the teachable language learning moments.
4. Ongoing assessment based on the Alberta K-12 Proficiency Benchmarks that informs next steps in teaching and learning.

Note: Possible linguistic functions have been identified for the specific learning outcomes for this course.

Adjusting Scaffolds as Language Develops

As students gain autonomy in using academic language fluently and accurately, language instruction and learner scaffolds are adjusted accordingly. For example, a beginner ELL may rely strongly on visuals, realia, and first language translation when acquiring subject-specific vocabulary, whereas an intermediate ELL may be able to understand the meaning of the word through a description of the target word that uses familiar English synonyms.

Academic Language – The Language of Success for All

Academic language is the language used to access and engage with Programs of Study. Proficiency in academic language requires students to comprehend and produce increasingly complex vocabulary, grammar, sentence structures and text organization. Students who acquire a high level of proficiency in academic language experience greater success in school and beyond. As such, explicit instruction in academic language benefits all learners, both ELLs and native English speakers.

Course Prerequisites

15: No prerequisites

25: No prerequisites

Sequence Introduction (formerly: Philosophy)

English Language Learners (ELLs) will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will also engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures. Students will learn the functions (purpose for language) and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, PRINT, and multi-media communication, working from the single- to multi-paragraph levels of personal and academic writing in ESL Expository English 15 and moving to formal subject-related essay writing in ESL Expository English 25. These skills will also benefit them as citizens in school, the workplace, the broader community, and the world as they become more informed and able to express themselves more effectively in a formal manner.

ESL Expository English 15-25 develop students' academic English language proficiency through concepts, processes, and texts associated with expository English. This goal is achieved through the implementation of the English Language Development (ELD) framework, an instructional approach to providing explicit language instruction within content area learning. Students will use their growing proficiency with language functions, forms and vocabulary to engage with and examine a range of academic and content-specific materials and to understand and produce a variety of expository texts and types of communication. Targeted language functions in this course are drawn from and connected to Alberta Programs of Study.

Student Need (formerly: Rationale)

Learning an additional language takes time. Moreover, success in high school is dependent upon a certain facility, fluency, and competence with academic English. English language learners who are still learning foundational English skills and who are building their academic language skills face language-related barriers to achievement in high school courses. Some barriers may include the extensive use of high-level vocabulary (e.g., technical terms, idiomatic expressions, homonyms and synonyms, and words with multiple meanings); increasingly complex grammar, sentence structures (syntax) and organizational structures (discourse); and greater demand for a variety of formal, detailed, well-organized, well-supported writing.

ESL Expository English 15-25 support ELLs who are attempting to catch up to a moving target, namely, to native-speakers of English whose academic language and literacy skills are continuing to increase significantly from one grade level to the next.

Scope and Sequence (formerly: Learner Outcomes)

More than ever before, the ability to think critically, manage information, collaborate, and create and communicate clear, coherent, cohesive texts in a variety of formats (e.g., oral, print, visual, and multi-media) is vital to success in school, the workplace, the greater community, and the world. To this end, ESL Expository English 15-25 provide the time and opportunity for students to develop academic English language proficiency through exposure to, comprehension of, interaction with, and creation of a variety of expository texts in diverse formats.

The content for ESL Expository English 15-25 is organized around essential understandings and the following guiding questions:

Guiding Questions (formerly: General Outcomes)

- 1 Receptive Language: How does development of receptive language skills of listening and reading enable students to comprehend information and ideas presented in diverse oral, visual, print, and multi-media expository texts?**
- 2 Expressive Language: How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to diverse oral, visual, print, and multi-media expository texts?**
- 3 How does the ability to explore, comprehend, respond to, and create diverse oral, visual, print, and multi-media expository texts enhance students' success in school, the workplace, the greater community, and the world?**
- 4 How can the use of cognitive, metacognitive, critical thinking, literacy, social, and affective learning strategies enhance comprehension of, response to, and creation of diverse oral, visual, print, and multi-media expository texts and contribute to student success in school, the workplace, the greater community, and the world?**

Learning Outcomes (formerly: Specific Outcomes)

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| 1 Receptive Language: How does development of receptive language skills of listening and reading enable students to comprehend information and ideas presented in diverse oral, visual, print, and multi-media expository texts? | 15-5 25-5 |
| 1.1 LP3 – Linguistic Vocabulary L – Understand a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, academic words and words with multiple meanings. | X |
| 1.2 LP3 – Linguistic Vocabulary R – Understand a range of words, approximately 25,000, through contextual cues. | X |
| 1.3 LP4 – Linguistic Vocabulary L – Understand a greater range of words, approximately 40,000, including synonyms, antonyms, adjectives, adverbs, and words with multiple meanings related to academic topics. | X |
| 1.4 LP4 – Linguistic Vocabulary R – Understand a greater range of words, approximately 40,000, including word analysis. | X |
| 1.5 LP3 – Linguistic Syntax L – Understand compound sentences and complex sentences in unfamiliar contexts | X |
| 1.6 LP3 – Linguistic Syntax R – Understand complex sentences containing subordinate clauses, relative clauses and conditional clauses. | X |
| 1.7 LP4 – Linguistic Syntax L – Understand compound-complex sentences, conditional sentences, and a variety of sentence structures. | X |
| 1.8 LP4 – Linguistic Syntax R – Understand a range of sentence structures containing various types of phrases and clauses. | X |
| 1.9 LP3 – Strategic Questioning L – Respond to hypothetical questions. | X |
| 1.10 LP3 – Strategic Decoding R – Decode root words, prefixes, suffixes and vowel digraphs. | X |

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| 1.11 LP3 – Strategic Clarification L – Seek clarification by asking questions. | X |
| 1.12 LP3 – Strategic Comprehension R – Use predicting, inferencing, contextual cues, and/or affix analysis to understand texts on unfamiliar topics. | X |
| 1.13 LP4 – Strategic Questioning L – Respond to inferential questions and implied meaning of questions. | X |
| 1.14 LP4 – Strategic Decoding R – Decode multi-syllabic words and complex letter combinations. | X |
| 1.15 LP4 – Strategic Clarification L – Seek additional information by asking specific questions. | X |
| 1.16 LP4 – Strategic Comprehension R – Use synthesizing, summarizing, drawing conclusions, contextual cues, and word analysis to understand a variety of texts on unfamiliar topics. | X |
| 1.17 LP3 – Socio-Linguistic L – Respond appropriately to slang, humour, common idioms and common social expressions. Recognize register, intonation in a variety of contexts. | X |
| 1.18 LP3 – Socio-Linguistic R – Understand explicit social references, explicit cultural references and figurative language in a variety of expository texts. | X |
| 1.19 LP4 – Socio-Linguistic L – Respond appropriately to a broad range of idiomatic expressions, slang, sarcasm, and innuendo indicated by subtle changes in tone, volume, speed, and/or intonation. | X |
| 1.20 LP4 – Socio-Linguistic R – Understand implied meaning of social references, cultural references, and figurative language in context. | X |
| 1.21 LP3 – Discourse L – Understand main ideas, examples, clauses in detailed paragraphs connected with common cohesive devices in academic explanations. | X |
| 1.22 LP3 – Discourse R – Understand ideas in related paragraphs connected with cohesive devices indicating comparison and contrast; transition words. | X |
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| 1.23 LP4 – Discourse L – Understand main ideas, supporting details, and related paragraphs connected with a variety of cohesive devices and transition words in academic texts. | X |
| 1.24 LP4 – Discourse R – Understand ideas in extended texts connected with a range of cohesive devices and a range of transition words. | X |
| 1.25 LP3 – Auditory Discrimination L – Understand rapid speech on familiar topics. | X |
| 1.26 LP4 – Auditory Discrimination L – Understand rapid speech on familiar and unfamiliar topics. | X |
| 1.27 LP3 – Fluency R – Read increasingly with expression and attention to common punctuation; meaningful word substitutions. | X |
| 1.28 LP4 – Fluency R – Read consistently with expression and attention to most punctuation; with self-correction, as required. | X |

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| 2 Expressive Language: How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to diverse oral, visual, print, and multi-media expository texts? | 15-5 25-5 |
| 2.1 LP3 – Linguistic Vocabulary S – Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, and academic words to comment, state opinions, clarify, and express agreement or disagreement. | X |
| 2.2 LP3 – Linguistic Vocabulary W – Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, and academic words. | X |
| 2.3 LP4 – Linguistic Vocabulary S – Select from a greater range of words, approximately 40,000, including utility words, descriptive words, subject-specific words, academic words, and words with multiple meanings to discuss topics, state opinions, inquire, and persuade. | X |

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| 2.4 LP4 – Linguistic Vocabulary W – Select from a greater range of words, approximately 40,000, including utility words, descriptive words, subject-specific words, academic words, and words with multiple meanings. | X |
| 2.5 LP3 – Linguistic Grammar S – Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, and verbs in future continuous and irregular past tenses with some usage errors. | X |
| 2.6 LP3 – Linguistic Grammar W – Use negatives, irregular plurals, object pronouns, prepositions, regular verbs in past and future continuous tenses, and irregular verbs in past and future continuous tenses with occasional errors. | X |
| 2.7 LP4 – Linguistic Grammar S – Use phrasal expressions, conditional structures, a range of past, present, future, and perfect tenses in active and passive voice with occasional errors. | X |
| 2.8 LP4 – Linguistic Grammar W – Use phrasal expressions, conditional structures, and a range of past, present, future, and perfect tenses in active and passive voice with increasing accuracy. | X |
| 2.9 LP3 – Linguistic Syntax S – Add detail to affirmative and negative statements, questions, and commands. | X |
| 2.10 LP3 – Linguistic Syntax W – Write a variety of compound sentences and complex sentences. | X |
| 2.11 LP4 – Linguistic Syntax S – Use compound sentence structures, complex sentence structures, and conditional sentence structures. | X |
| 2.12 LP4 – Linguistic Syntax W – Use phrasal expressions, conditional structures, a range of past, present, future and perfect tenses in active and passive voice with increasing accuracy. | X |
| 2.13 LP3 – Strategic S – Use circumlocution and clarifying questions. | X |
| 2.14 LP3 – Strategic W – Use circumlocution, word substitution, format samples, visual dictionary, bilingual dictionary, and punctuation modelled in books to add descriptions to writing, make better word choices, confirm spelling and improve accuracy of punctuation. | X |

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| 2.15 LP4 – Strategic S – Use a variety of techniques, such as elaborating, commenting, restating, and questioning. | X |
| 2.16 LP4 – Strategic W – Use planning tools, English dictionaries, thesaurus, and grammar reference to confirm spelling, confirm meaning of words, make more effective word choices, and use correct punctuation. | X |
| 2.17 LP3 – Socio-Linguistic S – Use expressions, idioms, and common social references in appropriate contexts. | X |
| 2.18 LP3 – Socio-Linguistic W – Produce expository texts and narrative texts using knowledge of culturally appropriate forms and styles. | X |
| 2.19 LP4 – Socio-Linguistic S – Use humour and sarcasm appropriately to context and formality. | X |
| 2.20 LP4 – Socio-Linguistic W – Produce expository texts with a developing sense of audience, genre, voice, and degree of formality. | X |
| 2.21 LP3 – Discourse S – Connect ideas using conjunctions and prepositional phrases to elaborate, describe, sequence, and explain. | X |
| 2.22 LP3 – Discourse W – Connect ideas in a three-paragraph descriptive composition using transition words and subordinate conjunctions. | X |
| 2.23 LP4 – Discourse S – Connect ideas using a variety of cohesive devices to compare, contrast, persuade, conclude, and show cause and effect. | X |
| 2.24 LP4 – Discourse W – Connect a cohesive, well-developed, five-paragraph academic composition using a variety of cohesive devices. | X |
| 2.25 LP3 – Pronunciation S – Demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors. | X |
| 2.26 LP4 – Pronunciation S – Demonstrate appropriate expression and appropriate inflection in a variety of contexts with increasing accuracy. | X |
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| 2.27 LP3 – Editing W – Edit and revise expository texts for capitalization of proper nouns, apostrophes, quotation marks, hyphens, dashes and commas, regular and irregular spelling, spelling of homophones and homonyms and subject–verb agreement appropriate word choice addition of supporting details. | X |
| 2.28 LP4 – Editing W – Edit and revise essay for most punctuation conventions, appropriate word forms and word choice, content, organization, verb tense, and active and passive voice.. | X |

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| 3 How does the ability to explore, comprehend, respond to, and create diverse oral, visual, print, and multi-media expository texts enhance students’ success in school, the workplace, the greater community, and the world? | 15-5 25-5 |
| 3.1 Identify common text and media genres that use expository writing forms and begin to identify their purpose. Possible linguistic functions: inquiry/seek information, classify. | X |
| 3.2 Identify a wide array of text and media genres that use expository writing forms and identify their purposes. Possible linguistic functions: inquiry/seek information, classify. | X |
| 3.3 Explore a variety of oral, visual, print, and multi-media material and content familiar to Canadian readers such as Canadian symbols to broaden understanding of Canadian culture. Possible linguistic functions: inquiry/seek information, summarize/inform. | X |
| 3.4 Explore a variety of oral, visual, print, and multi-media material and content familiar to Canadian readers such as texts about famous Canadians, Canadian cultural events, or Canadian inventions to broaden understanding of Canadian cultural referents. Possible linguistic functions: inquiry/seek information, summarize/inform. | X |
| 3.5 Understand the purpose and organizational patterns of a variety of short expository texts such as description, sequence, compare and contrast, and cause and effect. Possible linguistic functions: as listed. | X |

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| 3.6 Understand the purpose and organizational patterns of a variety of longer expository texts such as essays, articles, memoirs, etc. Possible linguistic functions: inquiry/seek information, analyze. | X |
| 3.7 Employ critical thinking skills to interpret, compare, contrast, express an opinion, distinguish between fact and opinion, and draw conclusions. Possible linguistic functions: inquire/seek information, compare/contrast, infer. | X |
| 3.8 Employ critical thinking skills to interpret, compare, contrast, infer, evaluate, detect bias, express an opinion, distinguish between fact and opinion, and draw conclusions. Possible linguistic functions: analyze, synthesize, justify/persuade. | X |
| 3.9 Develop understanding of word formation such as such as common affixes and text clues such as appositives, punctuation, and embedded definition to enhance understanding of vocabulary and text. Possible linguistic functions: inquire/seek information, analyze. | X |
| 3.10 Use knowledge of word formation such as Greek- and Latin-based affixes and roots and text clues such as appositives, embedded definitions, contrasts, and restatement to enhance understanding of vocabulary and text. Possible linguistic functions: inquire/seek information, analyze. | X |
| 3.11 Develop awareness of figurative language embedded in expository text such as simile, metaphor, personification. Possible linguistic functions: inquiry/seeking information, classify, analyze. | X |
| 3.12 Identify and interpret figurative language embedded in expository text such as simile, metaphor, personification, allusion, idioms, and symbolism. Possible linguistic functions: inquiry/seeking information, classify, analyze, justify. | X |
| 3.13 Use figurative language such as simile, metaphor, or personification in expository text for effect, where appropriate. Possible linguistic functions: describe, justify. | X |
| 3.14 Use figurative language such as simile, metaphor, personification, allusion, idioms, and symbolism in expository text for effect, where appropriate. Possible linguistic functions: describe, evaluate, justify. | X |

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| 3.15 Demonstrate awareness and understanding of expository text features such as title, glossary, italics, etc. to improve overall comprehension. Possible linguistic functions: inquire/seek information, summarize/inform. | X |
| 3.16 Use features of expository texts such as title, glossary, italics, etc. to improve overall comprehension. Possible linguistic functions: inquire/seek information, summarize/inform. | X |
| 3.17 Represent learning through oral, visual, and digital formats with support using appropriate rhetorical forms and conventions. Possible linguistic functions: evaluate, justify. | X |
| 3.18 Represent learning through oral, visual, and digital formats with increasing independence using appropriate rhetorical forms and conventions. Possible linguistic functions: evaluate, justify. | X |
| 3.19 Use the rhetorical forms and conventions necessary for single- and multiple- paragraph writing such as topic sentence, focusing statements, supporting ideas, transitions, and concluding sentence with increasing independence. Possible linguistic functions: sequence/order, analyze, synthesize, evaluate. | X |
| 3.20 Use the rhetorical forms and conventions necessary for expository essay writing such as thesis statement, focusing statements, supporting ideas, transitions, and conclusion with increasing independence. Possible linguistic functions: sequence/order, summarize/inform, evaluate. | X |
| 3.21 Create and present synthesized information in accordance with given organizational guidelines with support. Possible linguistic functions: summarize/inform, synthesize. | X |
| 3.22 Create and present synthesized information in accordance with specified organizational guidelines with increasing independence. Possible linguistic functions: summarize/inform, synthesize. | X |
| 3.23 Research a topic using a variety of vetted reliable print, digital, visual, and other resources with support. Possible linguistic functions: inquire/seek information, evaluate. | X |
| 3.24 Research a topic using a variety of reliable print, digital, visual, and other resources with increasing independence. Possible linguistic functions: inquire/seek information, analyze, justify. | X |

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| 3.25 Using one's research, with teacher or peer support, create an expository text format to effectively communicate research findings. Possible linguistic functions: summarize/inform, synthesize. | X |
| 3.26 Using one's research, create an appropriate expository text to effectively communicate research findings. Possible linguistic functions: synthesize, justify/persuade. | X |

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| 4 How can the use of cognitive, metacognitive, critical thinking, literacy, social, and affective learning strategies enhance comprehension of, response to, and creation of diverse oral, visual, print, and multi-media expository texts and contribute to student success in school, the workplace, the greater community, and the world? | 15-5 25-5 |
| 4.1 Apply appropriate strategies, with support, to interpret various textual representations such as art, film, electronic, digital, speeches, etc. including knowledge of use of colour, line, camera angle, hyperlinks, or register. Possible linguistic functions: analyze, evaluate, summarize/inform. | X |
| 4.2 Apply strategies, with increasing independence, to interpret various textual representations such as art, film, electronic, digital, oral, etc. with increasing independence including knowledge of use of colour, line, symmetry or asymmetry, movement, camera angle, hyperlinks, or register. Possible linguistic functions: analyze, evaluate, summarize/inform. | X |
| 4.3 Use functional academic vocabulary such as underline, highlight, interpret, or summarize, with support, and recognize that such concepts are transferable across subjects. Possible linguistic functions: summarize/inform. | X |
| 4.4 Use functional academic vocabulary such as annotate, interpret, summarize, or analyze and recognize that such concepts are transferable across subjects. Possible linguistic functions: summarize/inform. | X |
| 4.5 Develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge. Possible linguistic functions: solve problem/problem solve, evaluate. | X |

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| 4.6 Employ strategies for comprehending unfamiliar vocabulary including affixes, root words, context clues, and an English dictionary. Possible linguistic functions: solve problem/problem solve, evaluate. | X |
| 4.7 Employ effective reading strategies to enhance understanding of expository texts such as title, genre, purpose, key functional words such as sequence words, graphic organizers, translation from L1, etc. Possible linguistic functions: inquire/seek information, analyze. | X |
| 4.8 Employ effective reading strategies to enhance understanding of expository texts such as text features, key functional words and phrases, context clues, word analysis, graphic organizers, etc. Possible linguistic functions: inquire/seek information, analyze. | X |
| 4.9 Apply background knowledge to text and context to support comprehension. Possible linguistic functions: inquire/seek information, compare/contrast. | X |
| 4.10 Apply background knowledge to infer context that is not explicit. Possible linguistic functions: infer/predict/hypothesize, compare/contrast, synthesize. | X |
| 4.11 Effectively use techniques for skimming, scanning, and close reading of texts with support. Possible linguistic functions: evaluate. | X |
| 4.12 Effectively use techniques for skimming, scanning, and close reading of texts with increasing independence. Possible linguistic functions: evaluate. | X |
| 4.13 Employ, with support, affective social learning strategies and appropriate functional language to participate in cooperative learning activities such as think-pair-share, questioning, reciprocal reading, etc. and extend academic discourse. Possible linguistic functions: inquire/seek information, summarize/inform, solve problems / problem solve. | X |
| 4.14 Employ, with increasing independence, affective social learning strategies and appropriate functional language such as talk moves to participate in cooperative learning activities such as think-pair-share, reciprocal reading, Socratic seminars, guided conversations, etc. and enhance academic discourse. Possible linguistic functions: inquire/seek information, summarize/inform, solve problems / problem solve. | X |

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| 4.15 Apply cognitive strategies such as note-taking, visualization, mind mapping etc., with support, to interact with and manipulate, mentally or physically, the material to be learned. Possible linguistic functions: inquire/seek information, summarize/inform, compare/contrast. | X |
| 4.16 Apply cognitive strategies such as annotating, note-making, making connections to self, texts, and world, etc., with increasing independence, to interact with and manipulate, mentally or physically, the material to be learned. Possible linguistic functions: inquire/seek information, summarize/inform, compare/contrast, synthesize. | X |
| 4.17 Distinguish between literal and figurative or implied meaning with support. Possible linguistic functions: compare/contrast, analyze, evaluate. | X |
| 4.18 Distinguish between literal and figurative or implied meaning with increasing independence. Possible linguistic functions: analyze, evaluate. | X |
| 4.19 Begin to critically evaluate validity and quality of resources such as by consulting the teacher, comparing reports on the same topic, or using trustworthy URLs such as site: edu, or beginning to apply the CRAAP test of Currency, Reliability, Authority, Accuracy, Purpose. Possible linguistic functions: compare/contrast, analyze, evaluate. | X |
| 4.20 Demonstrate, with increasing independence, the ability to critically evaluate validity and quality of resources such as by applying the CRAAP test of Currency, Reliability, Authority, Accuracy, Purpose; comparing reports on the same topic, using trustworthy URLs such as site: edu, or looking for articles in scholarly journals. Possible linguistic functions: compare/contrast, analyze, evaluate. | X |
| 4.21 Demonstrate responsible digital citizenship such as by respecting copyright, protecting privacy, communicating responsibly and kindly with others, respecting other's ideas and opinions, or giving proper credit when using other's work. Possible linguistic functions: summarize/inform, justify. | X |

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| 4.22 Demonstrate responsible digital citizenship such as by respecting intellectual property, protecting privacy, communicating responsibly, respecting other's ideas and opinions, crediting other's work, or demonstrating proper digital etiquette. Possible linguistic functions: summarize/inform, evaluate, justify. | X |
| 4.23 Self-monitor for comprehension and apply appropriate fix-up strategies such as asking clarifying questions, paraphrasing, rereading, looking for context clues, asking for help, etc. to re-establish comprehension. Possible linguistic functions: inquire/seek information, analyze. | X |
| 4.24 Self-monitor for comprehension and apply appropriate fix-up strategies such as asking clarifying questions, rephrasing, rereading, using context clues, making connections, asking a partner for help, etc. to re-establish comprehension. Possible linguistic functions: inquire/seek information, compare/contrast, analyze. | X |

Facilities or Equipment

Facility

No required facilities

Facilities:

Equipment

No required equipment

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content

Issue Management Strategy

Health and Safety

No directly related health and safety risks

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

None.

Locally Developed Courses with Overlap and/or Similarity

ESL Introduction to Science 15-25

ESL Introduction to Canadian Studies 15-25

Identified Overlap/Similarity

The language learning outcomes overlap with ESL Introduction to Science 15-25 and ESL Introduction to Canadian Studies 15-25 because the language objectives are based on the Alberta K-12 ESL Proficiency Benchmarks, which apply to both courses.

Reasoning as to Why LDC Is Necessary

The language skills and conceptual understandings acquired in this course bridge the gap for ELLs and form the foundation for success in future English courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education English programming. Students will continue to require differentiated instruction focused on academic language development in future courses.

Student Assessment

No identified student assessment

Course Approval Implementation and Evaluation

No specific processes.

