



English Language Learning Canadian Studies 11

School District/Independent School Authority Name: Powell River School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 47
Developed by: Michelle Doyle	Date Developed: March 2021
School Name: Brooks Secondary School	Principal's Name: Mr. Bill Rounis
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 06/15/2021	Board/Authority Chair Signature:
Course Name: YESFL11A (ELL Canadian Studies 11)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

It is suggested that teachers have the training and/or the experience relevant to the teaching of ELL in a secondary school setting. Training should include courses in ELL and Social Studies methodologies.

Classroom space with instructional technology, as well as access to the school library and computer/tablet access will be required for students to meet the outcomes of the course.

Course Synopsis:

This course is designed for international and immigrant students who are new to Canada and BC and will focus on English language learning and cultural awareness within the context of Canada. ELL Canadian Studies 11 acquaints students to Canada with Canadian geography, history, government, law, culture, people, and current events. In addition, this course allows students to explore Canada's role in the global community. Although classroom focussed, the course will provide students with some historical and cultural experiences in and around Brooks Secondary School and Powell River to build background knowledge of Canada and gain confidence in the use of English. It is valuable for students whose purposes are for a short-term cultural experience and/or long-term academic achievement. This course takes full consideration

of implementing BC's Core Competencies so that students new to Canada will be able to be successful in their academic studies as International Students.

Goals and Rationale:

Brooks International Students come from a variety of cultural backgrounds. This Canadian content ELL course is designed for students whose primary language is not English, whose home culture is not Canadian and whose knowledge of Canada is limited. Students in this course require explicit and specific English language support, knowledge and skills related to Canada in a Social Studies context. This course is not meant to be a replacement for other social studies courses; instead, it provides a foundation on which ELL students prepare for Social Studies 10, 11 and 12 courses. Students require background knowledge of Canada in order to successfully access the B.C. curriculum in all subject areas. This course aims to support the inclusion of these students into their school and community and to assist in their contribution to the ongoing development of Canadian society while supporting academic success in the secondary school setting.

*“Educators should be committed to students’ language needs pertaining **both** to their [English] proficiency levels and also to the subject-specific knowledge from content-area classes” (English Language Learning Standards, 2017).*

“Integrating language teaching with the teaching of curricular content in thematic units simultaneously develops students’ language, subject-specific knowledge, and high-order thinking skills” (English Language Learning Standards, 2017).

It is the goal of the course for each student to:

- 1) Become aware of and able to explain the **characteristics of Canada’s cultural diversity**, including their own cultural identity, and the Indigenous culture of Canada.
- 2) **Adapt and integrate positively into Canadian culture and school** by participating in a variety of learning opportunities and experiences with curriculum content and local people and places.
- 3) Build a **personal and academic oral and written reflective practice** in English for enhanced learning across all courses and curriculums, to help establish one’s own identity between home and Canadian culture.
- 4) Build fluency in **English language skills** for communication and academic success.
- 5) **Learn and understand basic concepts specific to Canada’s** geography, diverse people’s and population, local, provincial, and national history, government structures, current events, and Canada’s position in the world.
- 6) **Build necessary background knowledge of Canada** to be able to access BC Social Studies and all academic curriculums.
- 7) **Build academic skills in reading, writing, research, discussion, technology, media, graphing**, etc. in order to successfully participate in BC Social Studies and all academic curriculums.

Province of British Columbia, “Vision for Student Success”, *The Educated Citizen*, British Columbia, 2020.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/vision-for-student-success>

Aboriginal Worldviews and Perspectives:

The characteristics of Indigenous Worldviews and Perspectives circle around a focus on “Connectedness and Relationship” and relate learning to students’ selves, to their families, and communities. This course demonstrates many of the values illustrated in the Indigenous Worldviews and Perspectives and First Peoples Principles of Learning.

Specific characteristics that will guide teaching and learning in this course are as follows:

- 1) **Awareness of History** – The focus on the history of Canada and Canadians will include Indigenous people. Local Powell River and Indigenous history will be addressed through field trips, cross-curricular activities, direct instruction, and inquiry.
- 2) **Local Focus** – A focus on local Indigenous history and places will contribute to field trips and cross-cultural opportunities including the district Indigenous support worker and groups within the school.
- 3) **Engagement in Land, Nature and the Outdoors** – Some educational field trips will take place in Powell River’s nature and outdoors. Use of Indigenous community members and third-party outdoor education specialists will be used for success in this area, as there are Indigenous historical sites within walking distance of Brooks.
- 4) **Emphasis on Identity** – Self-awareness of family origin and cultural backgrounds of the ELL learners marks each student’s identity within the course. Connections to student cultural background, family, language and identity will be celebrated and will enhance student Canadian experience.
- 5) **Community Involvement** – Use of local community organizations, resources and people will include the local Tla’ Amin community and Tla’amin Nation to enhance the course.
- 6) **Language and Culture** – A focus on English language learning through cultural experiences is a basis for the course. However, a respect for student’s own languages and other languages spoken in Canada including Indigenous languages and French will be embraced.

“ELL students’ cultural identities should be honoured by instructional practices (including Indigenous pedagogical practices); educators should teach both ELL students and non-ELL students about cultural diversity, cultural identity, Aboriginal perspectives and inclusiveness” (ENGLISH LANGUAGE LEARNING (ELL) STANDARDS, 2017).

British Columbia Ministry of Education, “Aboriginal Worldviews and Perspectives in the Classroom, Moving Forward”, Queen’s Printer Publishing Services, Province of British Columbia, 2015. https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf

BIG IDEAS

People from diverse cultures and societies share some common values, experiences and aspects of life within Canada and the world.

Canada's unique culture, history, government, and geography shape Canadian society, identity and place in the world.

There are specific English language skills in reading, writing, discussion, and media that are essential for success in Social Studies courses.

Vocabulary and language structures are specific to Social Studies content of Canadian geography, government, and history.

Knowledge of Canada provides awareness of and appreciation for Canada necessary for school success, integration into life in Canada, and personal wellness.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Academic Language Literacy</p> <p>1. Writing</p> <p>Snapshot: The student uses a range of vocabulary with some descriptive words to create sentences and paragraphs and communicate ideas.</p> <ul style="list-style-type: none"> Communicate in a way that is generally understandable Elaborate on main idea with some relevant details and examples relevant to purpose Provide an introduction, middle, & conclusion in a basic paragraph Produce brief examples of personal and informational writing (recounts, narratives, descriptions, procedures, simple explanations, arguments, opinions) to suit purpose Use vocabulary more purposefully, including high-frequency, descriptive, subject-specific Use some connecting words Use a variety of sentence structures to communicate experiences Spell a range of familiar words accurately & use invented spelling as necessary 	<p><i>Students are expected to know the following:</i></p> <p>Academic Language Literacy</p> <p>1. Writing</p> <ul style="list-style-type: none"> Strategies to write sentences and short paragraphs Specific vocabulary necessary for understanding of Canada's culture, geography, government, and history. Common punctuation, spelling and sentencing <p>2. Reading</p> <ul style="list-style-type: none"> Non-fiction text relevant to course content Purposes of and features of a variety of text Non-fiction text features Strategies for identifying important details and main idea <p>3. Oral Language</p>

- Use some common punctuation accurately including end punctuation and capitalization

2. Reading

Snapshot: Use a few strategies to read and understand simple text and make personal connections to text.

- Use strategies such as re-reading and predicting
- Begin to read in meaningful phrases
- Understand literal meaning of simple text
- Record and organize relevant information from text
- Locate specific information in a text and take notes to demonstrate understanding
- Understand some cultural references in text
- Begin to give reasons for personal connections to text
- Make simple connections to back- ground knowledge

3. Oral Language

Snapshot: The student can participate in a conversation on every-day and familiar topics and with some topic specific language.

- Understand and use routine classroom and cultural phrases
- Understand familiar phrases and academic tasks
- Connect ideas to make sentences
- Respond to simple choice questions and to “what”, “when” and “who” questions
- Ask questions to clarify understanding
- Respond to simple instructions and commands in a classroom setting
- Watch others and recognize key words to participate in activities and conversations
- Express simple opinions and reasons to participate in classroom conversations

Cultural and Content Studies

The following skills will be applied to the four content topics of Geography and Land, People and Culture, History and Heritage, and Government and Politics.

- Express personal cultural identity

- Some common expressions, cues, and slang for discussion about Canadian content.
- Academic and formal language necessary for participation in discussion about Canada and the world.
- Routine classroom, school, and cultural phrases
- Speaking and listening strategies specific to debate, questioning, discussion, etc. regarding Social Studies and Canadian content and topics.

Cultural and Content Studies

4. Geography and Land

- Identify Canada’s provinces, territories, and capital cities.
- Identify Canada’s land and regional characteristics.
- Identify jobs and resources connected to Canada’s political and environmental geography.
- Identify and discuss major Canadian environmental issues.
- Vocabulary to describe and define industries, landscapes, continents, bodies of water, oceans, weather, climate, etc.

5. People and Culture

- Identify the First Peoples and the first people of their country of origin.
- Recognize the diverse cultures and lifestyles of Canadians.
- Characteristics of population, demographics, languages, and employment of Canadians.
- Famous Canadians and their contributions.
- Celebrations, customs, and traditions of Canadians.
- Unique cultural characteristics of community and BC.
- Vocabulary to describe and define customs, traditions, employment, symbols of Canada, etc.

6. History and Heritage

- Identify key historical events and policies in Canadian history
- Aspects of Canadian exploration, settlement and immigration.
- Formation of confederation and the constitution.

- Make connections between one's own cultural identity and a Canadian cultural identity.
- Show appreciation for Canadian cultural norms, values, and perspectives.
- Develop oral cultural narratives that reflect home culture and new Canadian cultural experiences.
- Compare and contrast all aspects of the content with their own personal culture and country of origin.
- Discuss with appropriate language and vocabulary aspects of content both within and outside of the classroom.
- Transfer knowledge of Canada to other academic learning and experiences.
- Make connections between Canadian and world current events and course content knowledge.
- Apply new language and vocabulary to discussions and opinions about content.

Academic Social Studies Skills

1. Use research and inquiry processes and skills such as:
 - Access, analyze, evaluate and compare source materials
 - Note take
 - Prioritize information
 - Filter information
 - Access and evaluate internet sources
 - Develop strategies to eliminate plagiarism
 - Use the library and internet

2. Develop academic skills for success in Social Studies such as:
 - Interpret maps and legends
 - Interpret charts, tables, graphs
 - Interpret video, photographs, cartoons, diagrams
 - Identify main ideas and supporting details, point of view, bias, fact, and opinion
 - Note take and maintain organized notes
 - Apply social studies terminology and reading strategies
 - Apply interview, group work, collaboration, and presentation skills
 - Use technology appropriately for research, learning, and presentation of information.

- Important contributions of Indigenous peoples.
- Contributions of the British and French, as well as other immigrants in Canada.
- Involvement in World Wars
- Origins of Canada Day, Victoria Day, and other celebrations.
- Elements of Canada's past such as RCMP, railways, gold rush, fur trade, etc.
- Local and BC heritage

7. Government and Politics

- Characteristics of Canadian democracy and governance, including First Peoples governance.
- Roles and responsibilities of federal, provincial, and municipal governments.
- Describe political systems in Canada such as voting, government spending, political parties, ridings, etc.
- Current events and issues related to government and politics in Canada.
- Vocabulary to describe the three levels of government, leaders, government services, etc.

Big Ideas – Elaborations

ISP – SD 47 International Student Program

Big Ideas reflect some of the Big Ideas components of the BC Social Studies curriculums for grades K-10.

Curricular Competencies – Elaborations

Academic Literacy Curricular Competencies have been taken or adapted from:

- BC ELL Standards, Secondary, Ministry of Education, 2017. <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>
- Guidelines for Board/Authority Authorized English Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels, British Columbia, 2018.

Differentiation of instruction and assessment should align with the recommended structures found in the BC English Language Learning Standards (p. 51-52) document appendix A “ELL Supports and Strategies by Level” on Explicit Language Instruction, Differentiation, Culturally Responsive Practices, and Resources.

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

Content – Elaborations

Academic Literacy Curricular Content has been taken or adapted from:

- BC ELL Standards, Secondary, Ministry of Education, 2017. <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>
- Guidelines for Board/Authority Authorized English Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels, British Columbia, 2018.

Content – Elaborations

Content Knowledge reflects the following text:

- Kaskens, Anne-Marie. A Beginning Look at Canada. Pearson-Longman, 2010. <https://www.pearsonerpi.com/en/elt/reading/a-beginning-look-at-canada-student-book-133551>

Differentiation of instruction and assessment should align with the recommended structures found in the BC English Language Learning Standards (p. 51-52) document appendix A “ELL Supports and Strategies by Level” on Explicit Language Instruction, Differentiation, Culturally Responsive Practices, and Resources.

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

Recommended Instructional Components:

The components of this course are a balance of Cultural Studies and Academic Literacy regarding Social Studies content. They complement each other and coincide naturally with language development in the areas of content and skill development.

Instructional Units follow A Beginning Look at Canada workbook.

- 1) Canada’s Provinces and Territories
- 2) Canada’s Land
- 3) Canada’s Regions
- 4) Canada’s Population
- 5) Canadians and Work
- 6) Canada’s History
- 7) Canada’s Government

Academic Literacy and Cultural Studies

- 1) Writing activities: focus on description of places, events, and activities, summary of reading and learning, short research, visual presentation such as posters and power points, note-taking, reflective journal writing and representation from personal experiences and learning gained throughout the course and time in Canada.
- 2) Reading activities: focus on non-fiction local publications, instructional readings, brochures, magazines, textbook, library books, etc. and relevant reading to enhance and inform experiences and learning. Some fictional literature to engage students in local, BC and Canadian culture may be introduced.
- 3) Oral language: focus on participation in conversations and discussions of learning materials, issues, content topics, comparisons to own culture and country, peer collaboration, oral presentation, video, etc. Classroom oral language such as understanding instructions, asking

questions for clarification, notetaking from listening, and oral reflective discussions. Also, social language opportunities for use during school and community activities.

4) Other language and content components of instruction and experience may include:

- Local cultural and historical field trips (museum, Tla'amin, etc.)
- Guest speakers and presentations in class and school (RCMP, etc.)
- Cross-curricular activities with other school classes and courses.
- Peer collaboration
- Direct/indirect instruction
- Inquiry projects
- Use of class website
- Self-study and practice of English

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Formative:

- Journaling – written, online blog
- Teacher observation of participation, interaction, and use of English during class activities
- Participation in reflective and learning discussions
- Written assignments
- Self-evaluation of assignment success
- Self-assessment of improvement and effort in use of English
- Active engagement in assignments and classroom activities

Summative:

- Student oral responses
- Oral/visual presentation
- Inquiry projects
- Written assignments
- Reading assessments
- Some tests/quizzes
- Self-assessments
- Portfolio
- Interview

Improvement in reading, writing, and oral language will be assessed using BC ELL matrixes. Significant allowances and flexibility for differentiated instruction and assessments must be applied based on students' English language abilities.

Differentiation of assessment should align with the recommended structures found in the BC English Language Learning Standards (p. 51-52) document appendix A "ELL Supports and Strategies by Level" on Explicit Language Instruction, Differentiation, Culturally Responsive Practices, and Resources.

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>

Province of British Columbia, "Principals of Quality Assessment", BC's New Curriculum, British Columbia, 2020.

<https://curriculum.gov.bc.ca/assessment-info>

Learning Resources:

A selection of the following materials and resources may be used according to teacher and student preferences.

SD 47 Resources:

- SD 47 Website [http://www.sd47.bc.ca/Pages/default.aspx#/="](http://www.sd47.bc.ca/Pages/default.aspx#/=)
- Brooks Secondary Website [https://www.sd47.bc.ca/school/brooks/Pages/default.aspx#/="](https://www.sd47.bc.ca/school/brooks/Pages/default.aspx#/=)
- Example of Scholantis Course Website [https://portal.sd47.bc.ca/class/h4o8mog/Pages/default.aspx#/="](https://portal.sd47.bc.ca/class/h4o8mog/Pages/default.aspx#/=)

Local Community Resources:

- Literature, videos, brochures, advertisements and websites pertaining to Powell River
- Powell River Living Magazine <http://prliving.ca>
- Powell River Peak <https://www.prpeak.com>
- Discover Powell River Magazine https://issuu.com/prpeak/docs/discover_powell_river_2019_sm
- Powell River Library <https://prpl.ca>

Textbooks:

- Kaskens, Anne-Marie. A Beginning Look at Canada, Fourth Edition Pearson-Longman, 2017.
<https://www.pearsonerpi.com/en/elt/reading/a-beginning-look-at-canada>
- Communication Beginnings: An Introductory Listening and Speaking Text for English Language Learners, BC Campus Open Ed
<https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=e9d80e9f-5401-434c-86e1-d3eba7aa522f&contributor=&keyword=&subject=English%20Language>
- In the Community: An Intermediate Integrated Skills Textbook, BC Campus Open Ed <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=3988a71f-654e-4c7c-b662-1bd7fe4fffe&contributor=&keyword=&subject=English%20Language>

Literature:

- Penguin ELL Readers <https://www.penguinreaders.co.uk>
- Paul, Elsie. As I Remember It digital book, UBC Press, 2019. <http://publications.ravenspacepublishing.org/as-i-remember-it/index>
- Duncan, Sandy Frances. *Cariboo Runaway*, Pacific Edge Publishing, 1997. <https://pacifedgepublishing.com/product/cariboo-runaway/>

Teacher Resources:

- Canadian Comprehension Series, grades 3-4 and 5-6 <https://www.canadianhomeeducation.com/Canadian-Comprehension-Grades-5-6>
- BC ELL Standards, Secondary, Ministry of Education, 2017 <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/ell/ell-standards-full.pdf>
- Second Story Press ESL guides, 2018 <https://secondstorypress.ca/esl-guides-canada>
- ESL Library <https://esllibrary.com/blog/new-2020>
- The Canadian Reader <https://www.lesplan.com/en/publications/canadian-reader/issues/canadian-reader-issue-8>

Digital learning resources:

- BBC Learn English <https://learnenglish.britishcouncil.org>
- Fluent U <https://www.fluentu.com>
- Audible <https://stories.audible.com/discovery>
- Learn Now BC <https://www.learnnowbc.ca>
- CBC Radio podcast and teaching guides, “The Secret Life of Canada” <https://www.cbc.ca/radio/secretlifeofcanada>
- CBC Digital Archives for Teachers <https://www.cbc.ca/archives/teachers/>
- National Geographic Kids <https://kids.nationalgeographic.com/>

Magazines/Newspapers

- The Powell River Peak <https://www.prpeak.com/>
- The Vancouver Sun <https://vancouversun.com/>
- The Province <https://theprovince.com/>
- West Coast Reader <https://thewestcoastreader.com/>
- Beautiful British Columbia <https://www.bcmaq.ca/>
- Canadian Geographic <https://www.canadiangeographic.ca/>

Videos

- CBC/Canada: A People’s History CBC Life and Times Series
- National Film Board of Canada videos
- The Greatest Canadian (CBC Radio Video)

- Over Canada <https://www.youtube.com/watch?v=98PQ5hBHYwQ>
- Over British Columbia <https://www.youtube.com/watch?v=4s70cp3P--I>