



Board/Authority Authorized Course Framework Template

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: July 2020
School Name: Brooks Secondary School	Principal's Name: Mr. Bill Rounis, Ms. Shannon Behan
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 12/17/2020	Board/Authority Chair Signature:
Course Name: SD 47 ELL School and Community Orientation 10	Grade Level of Course: 10
Number of Course Credits: 2	Number of Hours of Instruction: 60

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

ELL trained and experienced teacher preferred to teach the course

Scholantis class website access

Wi-Fi Access

Course Synopsis:

This course is for secondary students new to Canada and to British Columbia. It is designed for students who are learning English as a second language for the purpose of academic studies in the BC curriculum or for a short-term cultural experience in a BC school. This course is meant to be done independently using online resources, virtual learning, and using multi-media materials, and with a teacher facilitating the course. The direct purpose of this course is to begin ELL students learning and using necessary English upon arrival in Canada through experiential activities and texts that orientate them to their homestay family, to the SD47 International Student Program, to their school and the culture of

learning in BC, and to the local community. The course will develop an SD 47 International School Program (ISP) peer community and prepare them for their life in Canada.

Goals and Rationale:

Students come from a variety of linguistic and cultural and backgrounds. This ELL course is designed for secondary students whose primary language is not English and who require additional English language support and understanding of local culture to access the B.C. curriculum and reach their potential. Upon arrival in BC, students will benefit from immediate English language instruction connected to activities that orientate them to their new experience in a Canadian family, a BC school, and a local coastal community. Their first weeks in BC and their introduction to all areas of their life in Canada are crucial in establishing a sense of well-being and to set students up for success. This course significantly follows the BC ELL objectives to “support the transition of these students into B.C. schools and their inclusion into and contribution to the ongoing development of Canadian society; and to support the cognitive and academic growth of English Language Learners”. These objectives in integrating to life in Canada require specific school, family, and community related language, instruction, and experiences provided in this course.

The goal of the course is for each student to:

- 1) Adapt and integrate positively into their Canadian family by participating in family life and understanding the cultural norms of Canadian families.
- 2) Understand and engage in the opportunities, expectations and responsibilities of the International Student Program for over-all well-being and a positive and successful Canadian experience.
- 3) Understand and begin to participate in the school culture by learning the routines, expectations, and culture of learning in a BC school.
- 4) Orientate to, and begin learning about, the local Powell River community in order to adapt smoothly to its unique character and to function independently within the community.
- 5) Learn essential and cultural language connected to their family, school, and community experience and begin an independent English self-study habit.
- 6) Establish a personal sense of well-being and connection to their new home by having a positive start to their life in Canada as international students.

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:

Exposure and awareness of local Aboriginal culture is an important part of the Cultural studies and local community element of the course and will be presented throughout. The following characteristics of Aboriginal Worldviews and Perspectives will influence the course.

- **Connectedness and Relationship** – This ELL course will encourage students to connect their learning and reading to themselves and their world, in a way that helps them to make greater meaning of their learning.
- **Emphasis on Identity** - As newcomers to BC, and in creating a sense of community among new students, assignments will often reflect their own family origin and cultural identity. There is also emphasis on recognizing students' personal goals, strengths and areas of learning need because each student comes to this program with a different level of English fluency and a unique purpose of attending school in BC.
- **The Power of Story** –Oral storytelling is a positive way to develop expressive and receptive oral language skills and express personal identity within a group. Local BC story will be included in the literature selections.
- **A Positive, Learner-Centred Approach** – Hands on learning experiences and personal choice is embedded in the instructional techniques as language acquisition is most effective when connected to experiences and self.
- **The Role of the Teacher** – “Teachers have an important role to play by educating all of society about the place of First Peoples within the Canadian mosaic. As all ELL courses in BC contain a Canadian Culture element, the teacher of this course is responsible for introducing newcomers to Canada to First Peoples in BC.
- **Experiential Learning** – As language is best learned by using it in real-life situations, learning will be experiential and directly connected to what the students will need, experience, and adjust to during their beginnings in BC.
- **Local Focus** – As we seek to respect the individual cultural identity, and orientate students to the local community, they will also be taught about Canada’s diversity, including the local Tla’ Amin Nation.
- **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 Aboriginal 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

A deep understanding of the cultural norms, routines, and expectations of Canadian families helps international students integrate smoothly and function happily in their homestay family environment.

Actively engaging in a positive and informed manner in the opportunities and expectations of the SD 47 International Student Program ensures students get the most of their Canadian experience and education.

The most successful international students embrace the school culture, learning expectations, extra-curricular activities, and student body and therefore adjust to the BC school system for both academic success and well-being.

Adjusting to the culture and characteristics of the local community is challenging for international students but can be overcome with active experiences and awareness of the recreational activities, cultural opportunities, and services available to them.

Language learning is most effective and meaningful when connected to experiential opportunities with people and activities in the community and when learning is pertinent to their immediate lives, personal goals, and well-being.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Cultural Studies</u></p> <ol style="list-style-type: none"> Canadian Families <ul style="list-style-type: none"> Use expressive and receptive language to engage in daily conversation Ask and answer questions about well-being, preferences, daily life, and needs Speak and behave using appropriate manners Use survival language for the family setting Begin a habit of initiating some interactions in English 	<p><i>Students are expected to know the following:</i></p> <p><u>Cultural Studies</u></p> <ol style="list-style-type: none"> Canadian Families <ul style="list-style-type: none"> Differences/similarities and diversity within Canadian families Appropriate behaviours of a student/child in a Canadian family Expectations for student/child of a Canadian parent Responsibilities of the homestay parent towards the ISP student Traditions, customs, routines and habits of Canadians Positive and negative manners for Canadians Canadian food and meal-time routines and norms Common values, beliefs, and mannerisms of British Columbians/Canadians

2. ISP Program

- Read a variety of non-fiction texts connected to the international student program with and without translation support.
- Demonstrate understanding of the expectations and responsibilities under the ISP program orally and in writing.
- Communicate needs, questions, etc. with the ISP team.
- Participate in ISP events using some English to communicate with Canadians.

3. School Environment

- Choose appropriate courses for individual purposes and for graduation
- Communicate respectfully with teachers and adults
- Ask for help and clarification using appropriate questioning language
- Identify preferred extra-curricular activities
- Demonstrate use of specific technology programs and tools in English
- Attempt to communicate with Canadian students in the online setting
- Use materials and classroom tools appropriately
- Use survival language in the school and classroom setting
- Participate in an inquiry project

4. Local Community

- Identify places in the local community to help meet needs
- Identify places in the community to access recreation
- Navigate Powell River independently
- Read non-fiction texts about services, recreation, etc. in the community
- Ask for directions and assistance
- Use survival language appropriately in the community context

2. ISP Program

- Expectations of students in the ISP program
- ISP team members, titles, roles, and how to make contact
- ISP rules as outlined in the Student Agreement
- Travel in BC documentation and approval process
- Activities and events available to students
- Volunteer service & extra-curricular activities requirement

3. School Environment

- Common classroom rules and expectations
- Differences and similarities among teachers, classrooms, expectations, rules, assignments, etc.
- Appropriate ways to address teachers and adults in school
- The important people to access for help, both personal and academic
- School rules and expectations for students
- Extra-curricular/volunteer opportunities and how to access
- Course selection process and requirements of graduation
- Courses available including academic, electives, dual credit, ELL, special services and programs, etc.
- Routines, schedules etc. in a BC school
- Technology access and programs
- Independent learning skills and habits for success
- Cultural norms among Canadian teenagers
- Common western teaching practices and learning styles
- Inquiry and project-based learning approach

4. Local Community

- Recreational opportunities in the community
- Geography of Powell River
- Methods of transportation
- Safe habits in community and environment
- Applicable Canadian laws valuable to ISP students

Academic Literacy and Language Development

The following language competencies will be learned throughout the Cultural Studies units of learning and individualized for each learner's level of English.

Writing

- Use a range of vocabulary and phrases with some description to write sentences and paragraphs to communicate ideas
- Communicate in a way that is generally understandable
- Spell most common words accurately and use common punctuation and capitalization

Reading

- Use strategies to read and understand simple text and make personal connections to text
- Record and organize relevant information from text

Oral Communication

- Participate in conversations about familiar topics and some academic content
- Understand some common language related to self, school, home, family, interests and community
- Express some personal information
- Connect ideas to make sentences
- Respond to simple yes/no, choice questions, and "who", "what", "when" questions
- Respond to simple and common instructions and commands.
- Respond to and use familiar social greetings, common expressions, cues and slang
- Listen to others and recognize key words to participate in activities and conversations
- Express simple opinions and reasons.
- Participate in conversations online, in the classroom, with family, at school and in the community
- Show increasing confidence in using oral language for a variety of purposes

Academic Literacy and Language Development

The following language content will be learned throughout the Cultural Studies units of learning and individualized to each learner's level of English.

Writing

- Rules for common spelling, punctuation, capitalization
- Strategies for writing simple sentences and passages
- Strategies for completing written assignments

Reading

- Purpose of some different types of text, including non-fiction community resources
- Important literature and texts available to help navigate school and community life and how to access it
- Vocabulary, phrases, and language necessary to read and understand essential written texts and oral communication about the ISP program

Oral Communication

- Important survival vocabulary and phrases, common expressions and informal language for everyday use in home, school and community
- Common language, expressions, and vocabulary necessary to communicate with host family on a variety of topics
- Effective ways to initiate discussions with family and peers
- Effective language and strategies to solve problems at home and school while maintaining positive relationships
- Classroom language including common expressions, vocabulary, commands, materials, etc.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

The course will use a combination of the Cultural Studies and Academic Literacy competencies and content. The content of the literature and discussions will focus around Canadian, BC, and school culture and experiences while the activities, assignments, projects, and skill development will use the Canadian experiential content to practice and improve English language skills.

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.

Content – Elaborations

The following is a possible comprehensive outline of specific units and topics to be covered. Each Unit will use a combination of the Cultural Studies and Academic Literacy competencies and content.

Unit 1: Culture of Canadian Families (Homestay)

- General Homestay family expectations (rides, bedtime, meals, friends, chores, room)
- Homestay manual highlights
- Fitting into the Canadian family
- Culture Shock
- Phone, address, contact info of student and family
- Problem solving in the Homestay
- Food norms
- Canadian culture, manners, customs
- Zoom or video advice from previous/returning students about home life

Content – Elaborations

Unit 2: SD 47 International Student Experience Success (ISP Program)

- Zoom introduction of ISP Team
- ISP team job descriptions
- Zoom Friends of ISP Buddies Meet and Greet
- ISP rules and signing of agreement
- Permission to travel process
- Volunteer/activity requirements, interests and individual plan
- ISP organized activities, trips, events, parties, etc.
- Tuesday ISP after school friendship program
- Volunteer Service & Extra-curricular activities requirement
- Zoom or video advice from previous students about the ISP program

Unit 3: Brooks Secondary School

- What to expect the first week power-point presentation
- Zoom Introductions to Brooks people (principals, counsellors, some teachers...)
- Zoom meet and greet Canadian students (Community service, English conversation club, orientation volunteers, buddies, etc.)
- Course selection process, timetables, introduce 3-year plan
- Electives and special programs (CMA, Culinary Arts, Film, Dual Credit programs etc.)
- ELL courses
- Brooks virtual tour/video
- Brooks Nuts and Bolts: school map, lockers, textbooks, bussing, etc.
- General teacher expectations, needed supplies
- School routines: cafeteria, lunch, breaks, OC
- Zoom Tech Orientation: Online access, Myed access, etc. (led by technology department)
- School rules & expectations
- Volunteer Service & Extra-curricular activities requirement
- Brooks volunteer opportunities
- Brooks extra-curricular activities
- How to be successful at Brooks (zoom or video presentation by students?)
- Independent student learning skills/habits
- Where to get help (counsellor, admin, teachers, ELL teacher/advisor, tutoring, etc.)
- Zoom or video advice from previous students about school life

Unit 4: Community of Powell River

- Virtual tour of Powell River
- Shopping opportunities (Marine Avenue, Towncenter mall, etc.)
- Community Volunteer opportunities list and virtual tour
- City bus, bus passes
- Recreational opportunities (Complex, Library, Karate dojo, etc.)

Content – Elaborations

- Map of Powell River, Active Living Guide, Powell River Living magazine, etc.
- Safety in Powell River (wildlife, walking, road sense, biking, etc.)
- How to enjoy Powell River
- Zoom or video advice from previous students about Powell River

Recommended Instructional Components:

Instruction of the Big Ideas, Learning Competencies, and Content reflects the organizational structure of all ELL courses in that it encompasses the two major categories: Cultural Studies and Academic Literacy. Although the course is organized into units of instruction based on the Cultural Studies aspect, all instruction connects both academic literacy with the cultural studies. Specific objectives of these two components may be taught in isolation when necessary, but primarily they overlap throughout the course.

- Online Face to face instruction
- Online face to face conversation and discussions
- Multimedia assignments and tasks
- Class website discussions, blog, assignments
- Inquiry project
- Independent and group project-based learning
- Personal English Language development inventory
- Independent reading and responses
- Writing activities
- English language practice in reading, writing, and oral language

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

- Reflective Journal
- Participation in online conversations
- Creation of ISP Personal Blog
- Personal Presentation
- Written and representation responses

- Content knowledge quizzes
- Participation and completion of online activities
- Teacher checklist and inventory
- Teacher online observation
- Student survey
- Portfolio of learning
- Rubric and Performance criteria for the course and specific tasks
- Personal self-assessment of integration into life in Canada
- Personal inventory of language strengths and areas for learning
- Teacher interview of student
- Student plan for participation in community and school life

Learning Resources:

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

SD 47 Resources:

- Brooks Secondary School Handbook <https://www.sd47.bc.ca/school/brooks/ProgramsServices/ahms/Pages/handbook.aspx#/=>
- Brooks course handbook <https://www.sd47.bc.ca/school/brooks/Publications/Brooks%20Course%20Handbook%202013-2014.pdf#search=school%20handbook>
- SD 47 Website <http://www.sd47.bc.ca/Pages/default.aspx#/=>
- Brooks Secondary Website <https://www.sd47.bc.ca/school/brooks/Pages/default.aspx#/=>
- SD 47 International Student Program Orientation Booklet, SD 47 Homestay Manual, SD 47 ISP Student Agreement
- Scholantis Course Website <https://portal.sd47.bc.ca/class/h4o8mog/Pages/default.aspx#/=>
- SD 47 Apps and websites for intermediate students <https://portal.sd47.bc.ca/my/pages/intermediate.aspx#/=>

Local Community Resources:

- City of Powell River website <https://powellriver.ca>
- Powell River Living Magazine <http://prliving.ca>
- Active Living Guide <https://powellriverprc.ca/recreation-programs/active-living-guide/>

- 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. Pearson-Longman, 2010. <https://www.pearsonerpi.com/en/elt/reading/a-beginning-look-at-canada-student-book-133551>
- 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>
- EPIC https://www.getepic.com/?utm_channel=search&gclid=EAlaIqobChMIgt_S4MTD6gIVxatBh3jEg6_EAAYASAAEgLQJfD_BwE
- Reading A-Z <https://www.readinga-z.com>

Teacher Resources:

- 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>
- What in the World <https://www.lesplan.com/en/publications/what-world>
- Building Bridges <https://www.lesplan.com/en/publications/building-bridges>
- The Canadian Reader <https://www.lesplan.com/en/publications/canadian-reader/issues/canadian-reader-issue-8>

Online learning sites:

- BBC Learn English <https://learnenglish.britishcouncil.org>
- Fluent U <https://www.fluentu.com>
- IXL https://ca.ixl.com/?partner=google&campaign=71592328&adGroup=2429438848&gclid=EAlaIqobChMIsequ6cLD6gIVlwnnCh1twQ5BEAAYASAAEgKNVfD_BwE

- Khan Academy <https://www.khanacademy.org/coach/dashboard>
- Audible <https://stories.audible.com/discovery>
- Learn Now BC <https://www.learnnowbc.ca>

Other:

- Culture Shock Video
- The Essential Homestay Guide http://homestayguide.com/?page_id=34

Additional Information:

This course is developed for immediate use upon arrival of International Students in September 2020. During this unprecedented pandemic, students will begin this course while in two-week quarantine. It will give them a valuable focus during their initial weeks here. This course will be used in future as an independent study to help all new international and immigrant students to integrate into their family, school, and community prior to and upon arrival.