



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
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: ELL Experience Canada and Community 10	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

- School excursions will include a variety of field trips to community facilities, parks and recreational places, businesses, charitable organizations, school and community events, local library, elementary schools, etc.
- Transportation may be required (bussing, on foot, van, etc.).
- Recreational equipment such as bicycles, kayaks, etc. may be required.
- Additional supervision may be required.
- Professional or volunteer expertise such as curling, skating, hockey coaches, etc. will be necessary.
- Facilities such as the SD47 Outdoor Learning Center and the Powell River Recreation Complex will be used.

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 through immersion in local activities. It will provide students with a variety of community cultural and recreational experiences in and around Brooks, Powell River, and BC. Students will participate in a variety of field trips, volunteer experiences, cross-cultural and cross-curricular activities while building background knowledge of Canada and gaining confidence in the use of English. It is valuable for students whose purposes are short-term cultural experience and 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 experiential ELL course is designed for students whose primary language is not English and whose home culture is not Canadian. Students in this course require and choose additional English language support in an experiential context. As newcomers to Canada and the community, they require an understanding of and participation in local culture in order to successfully access the B.C. curriculum. This course aims to support the inclusion of these students into their school, their community and to assist in their contribution to the ongoing development of Canadian society.

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

- 1) Experience a variety of Powell River recreational activities that lead to **personal initiative in choosing their own recreational and leisure activities** for physical and mental health and well-being.
- 2) **Adapt and integrate positively into Canadian culture** by participating in a variety of cultural experiences with local Canadians and by understanding some local BC and Canadian cultural heritage.
- 3) Build a **personal oral and written reflective practice** in English for enhanced learning across all courses and curriculums and to help establish one's own identity between home and Canadian culture.
- 4) Build fluency in **English language skills** for communication with host family, in the community and at school.
- 5) Begin and **build community volunteer service experiences** that eventually lead to a graduation requirement but more importantly build confidence, personal relationships, effective work-habits, and develop a sense of social responsibility.
- 6) **Establish friendly relationships** with Canadian family, students, teachers, and members of the community.
- 7) Establish a personal **sense of well-being** and connection through community and school involvement, that will lead to academic success.

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 Aboriginal 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 Aboriginal Worldviews and Perspectives.

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

- 1) **Awareness of History** – Local Powell River and Aboriginal history will be addressed through several field trips, cross-curricular activities, and direct instruction (Orange Day, Sliammon Cross-cultural Event, cross-curricular art/language activities with Brooks aboriginal students, etc.)
- 2) **Local Focus** – All activities will involve local BC and Powell River experiences and include place-based learning, including Aboriginal places and community.
- 3) **Engagement in Land, Nature and the Outdoors** – Several excursions take place in Powell River’s nature and outdoors. Use of Aboriginal community members and third-party outdoor education specialists will be necessary for a successful course.
- 4) **Emphasis on Identity** – Self-awareness and self-expression is promoted through personal reflection of all experiences and planning regarding personal future recreational and volunteer activities. Learner-centered activities will involve student input in field trip choices. Connections to own cultural background, family, language and identity will be celebrated and will enhance their Canadian experiences.
- 5) **Community Involvement** – Use of local community organizations, resources, and people will include the local Tla’ Amin community and will be necessary for an effective course.
- 6) **The Power of Story** – Self-reflection, retelling of experiences, and making connections to own previous experiences will be a main component of the oral and written language goals. The teachable moment from both student and teacher will drive discussions and storytelling. The idea that “students benefit from opportunities to tell their own experiential stories and listen and respond to those of peers” is an important feature of the course.
- 7) **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.
- 8) **Experiential Learning** – All activities and learning will be derived from and connected to direct experiences that will take place during the course. Hands-on learning will be embraced even within the classroom.

“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

Positive community experiences promote confidence and motivation to initiate and access recreational activities and lead to personal well-being.

Cultural experiences provide awareness of and appreciation for Canada and Powell River necessary to adapt to, enjoy, and integrate into life in Canada.

Personal reflection on experiences within a new culture enhance ability to make stronger connections with people and with their place while fostering well-being.

Language learning is most effective and meaningful when connected to experiential opportunities with people and activities in the community.

Participation in meaningful volunteer service experiences and contributing to the community and culture develop self-worth and a deeper connection to society.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Academic 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 Use simple, conversational language in text for a few different purposes 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 Literacy</p> <p>1. Writing</p> <ul style="list-style-type: none"> Strategies to write sentences and short paragraphs Specific vocabulary necessary for participation in outdoor, recreational, cultural and volunteer experiences Common punctuation, spelling and sentencing <p>2. Reading</p> <ul style="list-style-type: none"> Non-fiction text purposes relevant to course experiences Purposes of and features of a variety of text Non-fiction text features Strategies for identifying important details and main idea

- Use some common punctuation accurately including end punctuation and capitalization
- Edit & revise paragraphs for some word choice, punctuation, & regular spelling

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
- Express a variety of words and phrases about self, family and interests
- Connect ideas to make sentences
- Use some rhythm and intonation
- 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 variety of environments
- Respond to and use some common expressions, cues and slang
- Watch others and recognize key words to participate in activities and conversations
- Express simple opinions and reasons to participate in classroom conversations

Cultural Studies

4. Recreational

- Participate and engage in a variety of local recreational and outdoor activities
- Set goals, plan, organize and participate in local leisure and preferred recreational activities

3. Oral Language

- Some common expressions, cues, and slang
- Language necessary for demonstrating cultural norms and manners when interacting with others
- Survival language relevant for communicating with family, teachers, students, and community members
- Routine classroom, school, and cultural phrases
- Words and phrases about self, family, and interests
- Correct word order

Cultural Studies

4. Recreational

- Taking care of mental health and physical health is important for overall well-being
- Health and benefits of outdoor activities
- Preparation and safety for outdoor activities
- Local recreational and leisure activities available and how to access them
- Personal motivational factors in participating in recreational activities

5. Cultural

- Local, BC, and Canadian heritage related to course experiential excursions
- Differences and similarities between cultures of Canada, home, and classmates
- Unique cultural characteristics of local community and BC
- Traits of Canada’s diversity
- Basic Canadian geography including provinces, territories, capital cities, and landscapes.
- Some physical and cultural traits across Canada.

6. Volunteer Service

- Habits and responsibilities of a positive work ethic
- The volunteer service expectations for BC graduation and for the Brooks ISP program

<ul style="list-style-type: none"> • Take steps to ensure personal well-being and happiness within a new culture and community • Monitor and manage stress through active participation in leisure activities • Make choices that contribute to safety in the communities <p>5. Cultural</p> <ul style="list-style-type: none"> • Participate in a variety of cultural activities, trips, and events • Demonstrate an awareness of cultural and place-based sensitivities • Make connections between one’s own cultural identity and a Canadian cultural identity • Show appreciation for Canadian cultural norms and values • Develop oral cultural narratives that reflect home culture and new Canadian cultural experiences • Empathize with others and appreciate varied cultural perspectives • Use inclusive language and behaviour <p>6. Volunteer Service</p> <ul style="list-style-type: none"> • Participate and engage in a variety of school and local volunteer experiences • Contribute positively to the local community and Canadian society through participation in volunteer service • Plan and choose preferred volunteer service activities for future participation • Support the development of welcoming and inclusive communities • Develop a personal sense of belonging in the community and culture <p>7. Reflection</p> <ul style="list-style-type: none"> • Express personal cultural identity • Express connections to and understandings of Canadian culture • Express opinions and personal feelings related to local experiences • Develop self-worth in connection with their home culture and as a newcomer to Canada • Explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them • Develop awareness of relationship between people and the natural environment 	<ul style="list-style-type: none"> • Local and school opportunities for volunteer service and how to access them <p>7. Reflection</p> <ul style="list-style-type: none"> • Personal preferences for local recreational and cultural activities • Bias sensitivities when discussing and forming ideas about culture • Their relationships and cultural contexts help to shape who they are • Values are influenced by life experiences • Personal strengths and areas for personal growth <hr/>
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Big Ideas – Elaborations

ISP – SD 47 International Student Program

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.

Content – Elaborations

Academic Literacy Curricular Content 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.

Recommended Instructional Components:

The components of this course are a balance of Cultural Studies and Academic Literacy. They complement each other and coincide naturally in all experiential learning.

Academic Literacy

- Writing activities: focus on description of places, events, and activities, reflective journal writing and representation from personal experiences gained throughout the course and time in Canada.
- Reading activities: focus on non-fiction local publications, instructional readings, brochures, magazines, and relevant reading to enhance and inform experiences. Some fictional literature to engage students in local, BC and Canadian culture may be introduced including a BC independent novel study.
- Oral language: focus on participation in conversations necessary for the participation in activities such as understanding instructions, asking questions for clarification, and oral reflective discussions. Also, social language opportunities for use during school and community activities.

Cultural Studies

The cultural studies element of the course includes the following components that are based on experiential, place-based learning.

- Participation in local recreational activities
- Local cultural field trips
- Local outdoor excursions
- Exploration, organization and participation in local volunteer service
- Guest speakers and presentations in class and school
- Cross-curricular activities with other school classes
- Peer collaboration
- Direct instruction
- Reflective Writing
- Oral reflective sharing
- Group and individual presentations
- Inquiry project
- BC book study

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

Formative:

Ongoing and Collection over time

- Journaling – written, online blog
- Teacher observation of participation, interaction, and use of English during experiences

- Participation in reflective and learning discussions
- Portfolio of Learning and Experiences

Self-Assessment

- Self-evaluation of engagement for each experience
- Self-assessment of improvement and effort in use of English

Summative:

Goal Setting

- Personal plan for future recreational activities, community involvement, and volunteer service

Student Involvement

- Oral/visual presentation
- Canadian Life Challenge project
- Reflective project/presentation of experiences
- Peer interviews about interests resulting from experiences

Communication

- Improvement in reading, writing, and oral language using BC ELL matrixes

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#/)
- 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#/=](https://portal.sd47.bc.ca/class/h4o8mog/Pages/default.aspx#/)

Local Community Resources:

- Literature, videos, brochures, advertisements and websites pertaining to the local organized trips
- 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>
- Paul, Elsie. As I Remember It digital book, UBC Press, 2019. <http://publications.ravensspacepublishing.org/as-i-remember-it/index>
- Duncan, Sandy Frances. *Cariboo Runaway*, Pacific Edge Publishing, 1997. <https://pacificedgepublishing.com/product/cariboo-runaway/>

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>
- 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>
- 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:

Here is a possible list of experiences for the course.

- Camping, Outdoor Learning Center Water Fun (Canoe/Kayak/SUP)
- Local guided walking tours of local areas including Townsite, Marine Avenue, Lund, etc.
- Curling, Ice Skating, wall climbing, karate lessons
- Pumpkin carving, Valentine Cookie decorating, Easter Egg painting, Christmas crafting and decorating, Thanksgiving pie tasting, Chinese New Year feast, etc. (include activities from student cultural backgrounds, and various Canadian diverse cultural celebrations)
- Sliammon Cross-cultural field trip, Aboriginal Day
- Terry Fox Run, Remembrance Day service
- Haunted House Tours
- Extra-curricular Club Fair, Find Your Fit Career Fair
- Brooks Law 12 Mock Trial Jury
- Fall farm visit and pumpkin picking, Spring farm and animal visit
- Recreation Center Tour and Swimming
- Tide Pool Exploration, Beach clean-up, Inukshuk making on the beach, shellfish picking (with license)
- Hockey game, school sport games
- Vancouver Island University Powell River Campus Tour
- RCMP Station, Fire Station, Airport, Ambulance service, and library visits
- Powell River Diversity Festival, Jazz festival, Film festival, etc.
- Winter Ski/snowshoe trip, Vancouver, Tofino, Victoria trips
- Powell River Volunteer Tour (SPCA, Food Bank, MCC, Library, etc.)
- Fine Arts Reach for the Top, Brooks productions
- Patricia Theater Tour and Movie
- Wildlife Spotting Walks and monthly hikes, local and BC parks
- Elementary School Visits and volunteering
- Powell River Historical and Forestry Museums
- Langbay Fish Hatchery & Salmon Release

- Therapeutic Horse-Riding Facility or horseback riding
- Nursery Tours & Mother's Day planting
- James Thomson May Pole Dance Cultural Activity
- Brooks Graduation Celebration
- Mini-Golf Game
- Texada Rock Quarry Tour, Powell River Mill Tour, Louis Lake Dam tour
- Inland Lake Bike Ride, Savory Island Beach Fun