

LOCALLY DEVELOPED COURSE OUTLINE

ESL Intro to Canadian Studies (2019

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Submitted By:

Lethbridge School District No. 51

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 | 09/01/2019 | 08/31/2023 | Acquired | Reauthorization | G10 |
| 25-5 | 125.00 | 09/01/2019 | 08/31/2023 | Acquired | Reauthorization | G10 |

Course Description

ESL Introduction to Canadian Studies 15, 25 provides English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while examining the evolving nature of Canadian citizenship and identity in local, national and global contexts.

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.

Linguistic Competency:

Understanding and using vocabulary, language conventions (grammar, punctuation and 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

No prerequisite

Sequence Introduction (formerly: Philosophy)

ESL Introduction to Canadian Studies 15, 25 develop academic English language proficiency through social studies concepts and processes focussed on the Canadian context. This goal is achieved through the implementation of the English Language Development (ELD) framework, an instructional approach to 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 texts and types of communication. Targeted language functions in this course are drawn from and connected to Alberta Social Studies Programs of Study.

The content for Canadian Studies 15, 25 is organized around essential understandings and the following three guiding questions:

- How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?
- How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?
- How does a strong understanding of Canada's present and past enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society, and world?

Students engage with content from present day, moving towards an understanding of Canada's past to a vision of how they can impact their futures in Canada. The learning outcomes of these courses are sequenced to reflect the stages of language acquisition, whereby linguistic competencies progress from present to past to future. Also in alignment with language development, the social studies learning outcomes are organized from concrete to more abstract concepts.

Student Need (formerly: Rationale)

ELLs face language-related barriers to achievement in social studies due to the extensive use of subject-specific vocabulary and the complexity of discourse, grammatical structures, vocabulary and language functions in the discipline. ELLs may also face content-related barriers due to limited background knowledge about Canada and Canadian cultural, historical, geographical, social and political concepts, values and constructs, or varying experience with social studies processes and dimensions of thinking. Canadian Studies 15, 25 have been created to bridge ELLs' gaps in language and social studies concepts related to the Canadian contexts. These courses support ELLs who are attempting to catch up to a moving target, namely, native-speakers of English whose academic language and literacy skills are increasing significantly from one grade level to the next. (Cummins, 2012)

Scope and Sequence (formerly: Learner Outcomes)

Essential Understandings:

Developing communicative competence supports students to develop a strong understanding of Canada's present and past to become active and responsible citizens, engaged in the democratic process and effect change in their communities, society and world

NOTE: Language outcomes are derived directly from the Alberta K-12 ESL Proficiency Benchmarks, Grades 10-12. (See Alberta K-12 ESL Proficiency Benchmarks Grades 10 – 12, LP 1, 2, and 3 for illustrative examples.) Key: "Comp" means "Competency" in the charts below. Strands: L=Listening, S=Speaking, R=Reading, W=Writing.

Guiding Questions (formerly: General Outcomes)

- 1 How does development of receptive language skills of listening and reading, enable students to comprehend information and ideas related to course content?**
- 2 How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to course content?**
- 3 Canada's present - How does a strong understanding of Canada's present enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society and world? What is Canada, the country like today? What does it mean to be a person living in Canada today? Geography - what is the geography of Canada and how does it shape the lives of individuals and groups in Canada? Economics - how do individuals and groups in Canada meet their needs and wants? Society - how are the identities of individuals and groups in Canada shaped by a pluralistic society? Politics - how is Canada governed and how does government support or restrict individuals and groups in Canada?**
- 4 Canada's past - What are the historical understanding that have shaped individuals and groups living in Canada? Geography - how has Canadian geography changed over time and how has these changes shaped the lives of individuals and groups in Canada? Economics - how did different groups contribute to the economic development of Canada? Society - how and why did different groups and individuals move to and within Canada; what were the social impacts of migration on different groups and individuals; what social and economic barriers did these groups and individuals face? Politics - how did different groups and regions govern themselves in Canada and how has the role and function of Canadian government changed historically?**
- 5 Canada's future - what roles and responsibilities do people living in Canada have, geographically, economically, socially and politically in shaping the future of Canada so that all individuals and groups can thrive and succeed?**

Learning Outcomes (formerly: Specific Outcomes)

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| 1 How does development of receptive language skills of listening and reading, enable students to comprehend information and ideas related to course content? | 15-5 25-5 |
| 1.1 LP1 - Linguistic Vocabulary L - Understand some words, approximately 5000, including utility words, descriptive words, subject-specific words, and academic words with visual support | X |
| 1.2 LP1 - Linguistic Vocabulary R - Understand some words, approximately 5000, including utility words, descriptive words, and subject-specific vocabulary | X |
| 1.3 LP2 - Linguistic Vocabulary L - Understand more words, approximately 15,000, including utility words, descriptive words, subject-specific words, and academic words. | X |
| 1.4 LP2 - Linguistic Vocabulary R - Understand more words, approximately 15,000, including utility words, descriptive words, and subject-specific vocabulary | X |
| 1.5 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 |
| 1.6 LP3 - Linguistic Vocabulary R - Understand a range of words, approximately 25,000, through contextual cues. | X |
| 1.7 LP1 - Linguistic Syntax L - Understand subject-verb-object sentence structure in familiar contexts. | X |
| 1.8 LP1 - Linguistic Syntax R - Understand simple sentences | X |
| 1.9 LP2 - Linguistic Syntax L - Understand compound sentences in familiar contexts. | X |
| 1.10 LP2 - Linguistic Syntax R - Understand compound sentences and simple detailed sentences. | X |
| 1.11 LP3 - Linguistic Syntax L - Understand compound sentences and complex sentences in unfamiliar contexts | X |

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| 1.12 LP3 - Linguistic Syntax R - Understand complex sentences containing subordinate clauses, relative clauses, and conditional clauses. | X |
| 1.13 LP1 - Strategic L - Respond to literal questions with "what," "where," "when," "who" and "how many." | X |
| 1.14 LP1 - Strategic R - Decode familiar words and sight words. | X |
| 1.15 LP1 - Strategic L - Seek clarification by using familiar expressions. | X |
| 1.16 LP1 - Strategic R - Rely on pictures, familiar phrases, patterned sentences, context, shared experiences, and first language and culture to comprehend simple texts on familiar topics. | X |
| 1.17 LP2 - Strategic L - Respond to open-ended questions. | X |
| 1.18 LP2 - Strategic R - Decode word families, consonant blends, and long- and short-vowel sounds. | X |
| 1.19 LP2 - Strategic L - Seek clarification by restating, paraphrasing | X |
| 1.20 LP2 - Strategic R - Use rereading, reading on, contextual cues, and root-word recognition to comprehend texts on familiar topics. | X |
| 1.21 LP3 - Strategic L - Respond to hypothetical questions. | X |
| 1.22 LP3 - Strategic R - Decode root words, prefixes, suffixes, and vowel digraphs. | X |
| 1.23 LP3 - Strategic L - Seek clarification by asking questions. | X |
| 1.24 LP3 - Strategic R - Use predicting, inferencing, contextual cues, and/or affix analysis to understand texts on unfamiliar topics. | X |
| 1.25 LP1 - Socio-Linguistic L - Respond appropriately to common social expressions in formal and informal contexts. | X |
| 1.26 LP1 - Socio-Linguistic R - Understand the literal meaning of simple texts on familiar topics. | X |

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| 1.27 LP2 - Socio-Linguistic L - Respond appropriately to common social expressions, intonation, idiomatic expressions in formal and informal contexts. | X |
| 1.28 LP2 - Socio-Linguistic R - Understand common social expressions and figurative language in texts on familiar topics. | X |
| 1.29 LP3 - Socio-Linguistic L - Respond appropriately to slang, humour, common idioms, and common social expressions. Recognize register, intonation in a variety of contexts. | X |
| 1.30 LP3 - Socio-Linguistic R - Understand explicit social references, explicit cultural references, and figurative language in a variety of texts. | X |
| 1.31 LP1 - Discourse L - Understand familiar commands, two-step instructions, the gist of discussions and presentations containing phrases and simple related sentences connected with "and" and "then" on familiar topics with visual support. | X |
| 1.32 LP1 - Discourse R - Understand simple narratives and descriptive texts containing common conjunctions. | X |
| 1.33 LP2 - Discourse L - Understand the gist of discussions and presentations containing simple related sentences connected with common conjunctions, time markers, and sequence markers on familiar topics | X |
| 1.34 LP2 - Discourse R - Understand ideas in simple explanations and procedural texts connected with conjunctions, time markers, and sequence markers. | X |
| 1.35 LP3 - Discourse L - Understand main ideas, examples, clauses in detailed paragraphs connected with common cohesive devices in academic explanations. | X |
| 1.36 LP3 - Discourse R - Understand ideas in related paragraphs connected with cohesive devices indicating comparison and contrast; transition words. | X |
| 1.37 LP1 - Auditory Discrimination L - Recognize common contractions and distinguish minimal pairs in speech spoken at a slower rate. | X |
| 1.38 LP2 - Auditory Discrimination L - Understand contractions and familiar reduced speech. | X |
| 1.39 LP3 - Auditory Discrimination L - Understand rapid speech on familiar topics. | X |

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| 1.40 LP1 - Fluency R - Read word-by-word with some phrasing. | X |
| 1.41 LP2 - Fluency R - Read with some phrasing, rereading, sounding out of words, pausing to refer to visuals; substitution of unknown words with familiar words. | X |
| 1.42 LP3 - Fluency R - Read increasingly with expression and attention to common punctuation; meaningful word substitutions. | X |

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| 2 How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to course content? | 15-5 25-5 |
| 2.1 LP1 - Linguistic Vocabulary S - Use some words, approximately 5000, including utility words, descriptive words, and subject-specific words to express needs, express feelings, express preferences and respond to questions. | X |
| 2.2 LP1 - Linguistic Vocabulary W - Use some words, approximately 5000, including utility words, descriptive words and subject-specific words. | X |
| 2.3 LP2 - Linguistic Vocabulary S - Use more words, approximately 15,000, including utility words, descriptive words, subject-specific words to express ideas, ask and answers questions and make statements. | X |
| 2.4 LP2 - Linguistic Vocabulary W - Use more words, approximately 15,000, including utility words, descriptive words and subject-specific words. | X |
| 2.5 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 |
| 2.6 LP3 - Linguistic Vocabulary W - Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words and academic words. | X |
| 2.7 LP1 - Linguistic Grammar S - Use common pronouns, adjectives, nouns, and verbs in present tense with errors and omissions. | X |

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| 2.8 LP1 - Linguistic Grammar W - Use familiar nouns, pronouns, adjectives, adverbs, prepositions, articles and verbs with tense errors and omissions | X |
| 2.9 LP2 - Linguistic Grammar S - Use regular plurals, possessives, prepositions, and verbs in continuous and simple past tenses with agreement and tense errors | X |
| 2.10 LP2 - Linguistic Grammar W - Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous and simple past tenses, and irregular verbs in continuous and simple past tenses with tense and usage errors. | X |
| 2.11 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 |
| 2.12 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 |
| 2.13 LP1 - Linguistic Syntax S - Follow patterned sentences, phrases and subject-verb-object sentences. | X |
| 2.14 LP1 - Linguistic Syntax W - Write simple declarative sentences, negative sentences and question sentences using sentence frames. | X |
| 2.15 LP2 - Linguistic Syntax S - Use patterned and predictable affirmative and negative statements, questions and commands. | X |
| 2.16 LP2 - Linguistic Syntax W - Write simple compound sentences and simple detailed sentences. | X |
| 2.17 LP3 - Linguistic Syntax S - Add detail to affirmative and negative statements, questions and commands. | X |
| 2.18 LP3 - Linguistic Syntax W - Write a variety of compound sentences and complex sentences. | X |
| 2.19 LP1 - Strategic S - Use known phrases, simple questions and first-language translation. | X |
| 2.20 LP1 - Strategic W - Use copying, spelling from memory, words with similar sounds, sentence frames to spell familiar words, write ideas, complete patterned sentences and use basic punctuation. | X |

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| 2.21 LP2 - Strategic S - Use message replacement, everyday expressions and everyday questions. | X |
| 2.22 LP2 - Strategic W - Use familiar vocabulary, known phrases, common expressions, cognates, word lists, templates and models, and personal dictionary to find appropriate words, spell irregularly spelled words, distinguish homophones and homonyms and increase use of punctuation. | X |
| 2.23 LP3 - Strategic S - Use circumlocution and clarifying questions. | X |
| 2.24 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 |
| 2.25 LP1 - Socio-Linguistic S - Use greetings, common courtesy expressions, and familiar social expressions to participate in social and classroom situations. | X |
| 2.26 LP1 - Socio-Linguistic W - Produce texts using familiar words, familiar phrases, sentence frames to complete forms, create graphic organizers and label diagrams. | X |
| 2.27 LP2 - Socio-Linguistic S - Use common expressions, slang, idioms and gestures to communicate with peers. | X |
| 2.28 LP2 - Socio-Linguistic W - Produce texts for specific purposes using templates, samples, story plans or graphic organizers. | X |
| 2.29 LP3 - Socio-Linguistic S - Use expressions, idioms, and common social references in appropriate contexts. | X |
| 2.30 LP3 - Socio-Linguistic W - Produce expository texts and narrative texts using knowledge of culturally appropriate forms and styles. | X |
| 2.31 LP1 - Discourse S - Connect familiar phrases and simple sentences with "and" to express needs, feelings and opinions. | X |
| 2.32 LP1 - Discourse W - Connect ideas in simple sentences using common conjunctions, common time markers and common sequence markers. | X |

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| 2.33 LP2 - Discourse S - Connect ideas using common conjunctions, time markers, and sequence markers to share ideas, ask questions, describe and explain. | X |
| 2.34 LP2 - Discourse W - Connect ideas in a basic paragraph using common conjunctions, time markers and sequence markers. | X |
| 2.35 LP3 - Discourse S - Connect ideas using conjunctions and prepositional phrases to elaborate, describe, sequence and explain. | X |
| 2.36 LP3 - Discourse W - Connect ideas in a three-paragraph narrative and a three-paragraph descriptive composition using transition words and subordinate conjunctions. | X |
| 2.37 LP1 - Pronunciation S - Approximate English rhythm and intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning. | X |
| 2.38 LP2 - Pronunciation S - Demonstrate comprehensible pronunciation and appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur. | X |
| 2.39 LP3 - Pronunciation S - Demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors. | X |
| 2.40 LP1 - Editing W - Edit sentences for capitalization of names and words at the beginning of sentences, periods and regular spelling of familiar words. | X |
| 2.41 LP2 - Editing W - Edit and revise paragraphs for regular spelling, end punctuation, commas in lists and addition of detail. | X |
| 2.42 LP3 - Editing W - Edit and revise expository and narrative 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 |
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| <p>3 Canada's present - How does a strong understanding of Canada's present enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society and world? What is Canada, the country like today? What does it mean to be a person living in Canada today? Geography - what is the geography of Canada and how does it shape the lives of individuals and groups in Canada? Economics - how do individuals and groups in Canada meet their needs and wants? Society - how are the identities of individuals and groups in Canada shaped by a pluralistic society? Politics - how is Canada governed and how does government support or restrict individuals and groups in Canada?</p> | <p>15-5 25-5</p> |
| <p>3.1 Geography - identify and use geographical conventions, such as globes and atlases as representations; countries in relation to Canada; map legends, symbols and scale; longitude, latitude and time zones; climate regions; and political vs. physical maps to explain and represent global phenomena. Possible linguistic functions: summarize and inform.</p> | <p>X X</p> |
| <p>3.2 Geography - identify, label, and interpret a variety of physical, geographical, and political maps pertaining to Canada. Possible linguistic functions: summarize and inform, analyze.</p> | <p>X X</p> |
| <p>3.3 Geography - create, interpret, and analyze a variety of thematic maps to analyze economic and political issues. Possible linguistic functions: analyze, synthesize, evaluate.</p> | <p>X</p> |
| <p>3.4 Geography - identify then compare and contrast Canada's population density, distribution, and movement/migration. Possible linguistic functions: summarize and inform, compare and contrast.</p> | <p>X</p> |
| <p>3.5 Geography - identify and explain how physical geography influences human activities such as population density, employment opportunities, and climate effects and shape identity. Possible linguistic functions: summarize and inform, analyze, justify and persuade, synthesize and evaluate.</p> | <p>X</p> |
| <p>3.6 Geography - identify common ways that individuals show care and concern for the environment including recycling and energy conservation. Possible linguistic functions: summarize and inform; evaluate, cause and effect.</p> | <p>X</p> |

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| 3.7 Geography - describe the relationship between Canada's economy and quality of life in the diverse regions. Possible linguistic functions: summarize and inform, compare and contrast, cause and effect. | X |
| 3.8 Geography - analyze how people in various communities depend on, adapt to, and change the environment in which they live and work. Possible linguistic functions: summarize and inform, analyze, synthesize, evaluate. | X |
| 3.9 Geography - evaluate the impact of Canada's geographical boundaries/physical regions and political boundaries including provinces, territories, and First Nations on shaping identity. Possible linguistic functions: analyze, synthesize, evaluate | X X |
| 3.10 Economics - identify the economic foundations of Canada including natural resources and manufacturing. Possible linguistic functions: summarize and inform. | X |
| 3.11 Economics - describe the relationship between Canada's economy and quality of life in the diverse regions. Possible linguistic functions: summarize and inform, compare and contrast, cause and effect. | X |
| 3.12 Economics - identify and evaluate the relationship between Canada and its trading partners including trade agreements. Possible linguistic functions: summarize and inform, analyze, synthesize, evaluate. | X |
| 3.13 Society - Identify traditions, pastimes, attractions, and symbols of Canadian identity including flag, anthem, observances, and holidays. Possible linguistic functions: summarize and inform, compare and contrast, analyze. | X |
| 3.14 Society - identify the diversity such as languages, cultures, ethno-cultural identity, age, physical and intellectual ability, gender, and sexual orientation represented in the school, community and Canada. Possible linguistic functions: summarize and inform. | X |
| 3.15 Society - analyze the impact of pluralism, multiculturalism and immigration on individuals and groups in Canada. Possible linguistic functions: analyze, synthesize, evaluate. | X |

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| <p>3.16 Society - compare and contrast the similarities and differences among Canadians living in different provinces and territories and/or in other countries. Possible linguistic functions: summarize and inform, compare and contrast.</p> | <p>X X</p> |
| <p>3.17 Politics - describe the structure of the federal government, including municipal, provincial, and federal levels; executive, legislative and judicial branches; parliamentary systems. Possible linguistic functions: summarize and inform; compare and contrast, classify.</p> | <p>X X</p> |
| <p>3.18 Politics - describe the function, i.e., roles and responsibilities, of the three levels of government, such as education, health care, the legal system, Rights and Responsibilities, policy decisions, taxes and laws. Possible linguistic functions: summarize and inform; compare and contrast, classify.</p> | <p>X X</p> |
| <p>3.19 Politics - explain the significance of important constitutional documents such as the BNA Act, Constitution, Charter of Rights and Freedoms, Constitution. Possible linguistic functions: summarize and inform, analyze, evaluate.</p> | <p>X</p> |
| <p>3.20 Politics - describe the rights, privileges, and responsibilities of Canadian citizenship. Possible linguistic functions: summarize and inform.</p> | <p>X X</p> |
| <p>3.21 Politics - identify and interpret concepts and practices of democracy and responsible citizenship such as elections, government processes. Possible linguistic functions: summarize and inform; analyze, synthesize, evaluate.</p> | <p>X X</p> |

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| <p>4 Canada's past - What are the historical understanding that have shaped individuals and groups living in Canada? Geography - how has Canadian geography changed over time and how has these changes shaped the lives of individuals and groups in Canada? Economics - how did different groups contribute to the economic development of Canada? Society - how and why did different groups and individuals move to and within Canada; what were the social impacts of migration on different groups and individuals; what social and economic barriers did these groups and individuals face? Politics - how did different groups and regions govern themselves in Canada and how has the role and function of Canadian government changed historically?</p> | <p>15-5 25-5</p> |
| <p>4.1 Geography - identify and explain changes to the political boundaries of Canada over time, such as from pre-First Contact's "Turtle Island", to Upper/Lower Canada, to Confederation, to present day. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.</p> | <p>X</p> |
| <p>4.2 Geography - identify and explain key events in Canada's history that changed the geographical boundaries of Canada, including Confederation, CPR and creation of territories. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.</p> | <p>X</p> |
| <p>4.3 Geography - analyze the relationship between the changes to Canada's political boundaries and the movement of peoples such as the impact of expansion, immigration, migration, economic development, displacement, Treaties, and reservations on various individuals and groups. Possible linguistic functions: compare and contrast, analyze, synthesize, evaluate, cause and effect.</p> | <p>X</p> |
| <p>4.4 Economics - identify and explore reasons for the exploration and settlement of Canada. Possible linguistic functions: summarize and inform, sequence and order, analyze.</p> | <p>X X</p> |
| <p>4.5 Economics - analyze key events in Canada's history that changed Canada's economy, such as Treaties, Canadian Pacific Railway and immigration. Possible linguistic functions: summarize and inform, sequence and order, synthesize, analyze, evaluate.</p> | <p>X</p> |

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| 4.6 Society - describe the historical way of life of Indigenous peoples prior to settlement, such as how they lived, governed themselves and organized society. Possible linguistic functions: summarize and inform, compare and contrast. | X |
| 4.7 Society - identify and explain key events in Canada's history that changed social aspects of Canada and affected Canadian identity, such as settlement, British/French influences and conflicts, confederation, expansion of provinces and territories, world wars, residential schools, immigration and internment camps. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate. | X |
| 4.8 Society - analyze the presence and influence of diverse groups on Canada's culture and identity such as First Nations, Francophones, immigrant groups, bilingualism and multiculturalism. Possible linguistic functions: analyze, evaluate, cause and effect. | X |
| 4.9 Politics - identify and explain key events in Canada's history that changed the way different groups and regions governed themselves, such as Colonial structures/breakdowns of Canada, Post Confederation and geographical growth of Canada. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate. | X |
| 4.10 Politics - analyze the experiences of diverse groups and individuals in Canada and the policies that have developed as a result, such as Reconciliation/TRC and apology to internment camp groups. | X |

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| 5 Canada's future - what roles and responsibilities do people living in Canada have, geographically, economically, socially and politically in shaping the future of Canada so that all individuals and groups can thrive and succeed? | 15-5 25-5 |
| 5.1 Geography - hypothesize on the impacts of potential changes to Canada's current political boundaries to individuals and groups living in Canada such as Quebec Separatism, Western Alienation, Arctic Ocean dispute and globalism. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect. | X |

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| <p>5.2 Economics - hypothesize on the impacts of a green economy, such as solar power and wind versus a fossil-fuel-reliant economy on individuals and groups living in Canada. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.</p> | <p>X</p> |
| <p>5.3 Society - hypothesize on the impacts of Canada's ever-changing pluralistic society on identity and quality of life for individuals and groups living in Canada. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.</p> | <p>X</p> |
| <p>5.4 Politics - hypothesize on the impact of possible changes to the current Government structures and functions of Canada including the Queen as Head of State, party systems, voting systems, Rights and Responsibilities, Official Bilingualism, language laws, legal system, Quebec Separatism, Western Alienation, Reconciliation and immigration. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.</p> | <p>X</p> |

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment specified.

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

- Social Studies 10-3

Identified Overlap/Similarity

The learning outcomes overlap with some of the topics in Social Studies 10-3 related to Canadian geography, government and identity.

Reasoning as to Why LDC Is Necessary

The language skills and social studies conceptual understandings acquired in ESL Introduction to Canadian Studies 15, 25 bridge the gap for ELLs and form the foundation for success in future social studies courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education Social Studies programming. Students will continue to require differentiated instruction focused on academic language development in future social studies courses.

Locally Developed Courses with Overlap and/or Similarity

- ESL Introduction to Science 15, 25.

Identified Overlap/Similarity

The language learning outcomes overlap with ESL Introduction to Science 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 social studies conceptual understandings acquired in ESL Introduction to Canadian Studies 15, 25 bridge the gap for ELLs and form the foundation for success in future social studies courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education Social Studies programming. Students will continue to require differentiated instruction focused on academic language development in future social studies courses.

Student Assessment

Ongoing language assessment in relation to the Alberta K-12 ESL Proficiency Benchmarks informs teaching and learning throughout this course.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

ESL Introduction to Science (2019)1

Submitted By:

Lethbridge School District No. 51

Submitted On:

May. 23, 2019

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 | 09/01/2019 | 08/31/2023 | Acquired | Reauthorization | G10 |

Course Description

The primary goal of ESL Introduction to Science 15, 25 is to provide English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while attaining the scientific awareness needed to function as contributing members of society.

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 Framework

Dutro & Moran's English Language Development (ELD) framework (2003) provides a pedagogical structure to support the development of communicative competence within content area learning. Explicit language instruction based on the function (or 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

- targets the communicative competencies outlined in the Alberta K-12 ESL Proficiency Benchmarks

- 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.

This course requires the use of a high school science lab and high school science equipment. As with all Science courses, teachers should refer to Health and Safety in the Science Classroom: Kindergarten to Grade 12 (2019) from Alberta Education to inform their practice regarding the health and safety of themselves and their students.

Course Prerequisites

No prerequisite.

Sequence Introduction (formerly: Philosophy)

ESL Introduction to Science 15, 25 develop students' academic English language proficiency through scientific concepts and processes. This goal is achieved through the implementation of the English Language Development (ELD) framework, an instructional approach to explicit language instruction within content area learning. Students will use their growing proficiency with language functions, forms, and vocabulary to explore and develop a range of scientific concepts and skills. Targeted language functions in this course are drawn from and connected to Alberta Science Program of Study.

The content for Science 15, 25 is organized around essential understandings and the following guiding questions:

- Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?
- Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?
- Scientific Inquiry: What are the characteristics of scientific understanding?
- Life Science: What are the characteristics of living things? How do living things adapt to changes over time?
- Chemistry: What is matter? How does matter react when combined?
- Physical Science: How does energy affect the movement of objects?

Student Need (formerly: Rationale)

ELLs face language-related barriers to achievement in science due to the extensive use of subject-specific vocabulary, the complexity of discourse (e.g., text structures), grammatical structures (e.g., nominalization) and language functions in the discipline. ELLs may also face content-related barriers due to limited background knowledge in science and the scientific method. These courses support ELLs who are attempting to catch up to a moving target, namely, native-speakers of English whose academic language and literacy skills are increasing significantly from one grade level to the next.

Scope and Sequence (formerly: Learner Outcomes)

Developing communicative competence supports students to grow their science-related knowledge, skills, attitudes, and literacy thereby enabling students to make informed decisions, solve problems and critically address science-related societal, economic, ethical and environmental issues.

The content for ESL Introduction to Science 15, 25 is organized around essential understandings and the following guiding questions:

- Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?
- Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?
- Scientific Inquiry: What are the characteristics of scientific understanding?
- Life Science: What are the characteristics of living things? How do living things adapt to changes over time?
- Chemistry: What is matter? How does matter react when combined?
- Physical Science: How does energy affect the movement of objects?

NOTE: Language outcomes are derived directly from the Alberta K-12 ESL Proficiency Benchmarks, Grades 10-12. (See Alberta K-12 ESL Proficiency Benchmarks Grades 10 – 12, LP 1, 2, and 3 for illustrative examples.)

Key: “Comp” means “Competency” in the charts below. Strands: L=Listening, S=Speaking, R=Reading, W=Writing.

Guiding Questions (formerly: General Outcomes)

- 1 Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?**
- 2 Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?**
- 3 Scientific Inquiry: What are the characteristics of scientific understanding?**
- 4 Life Science: What are the characteristics of living things? How do living things adapt to changes over time?**
- 5 Chemistry: What is matter? How does matter react when combined?**
- 6 Physical Science: How does energy affect the movement of objects?**

Learning Outcomes (formerly: Specific Outcomes)

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| <p>1 Receptive Language: How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?</p> | 15-5 |
| <p>1.1 LP1 - Linguistic Vocabulary L - Understand some words, approximately 5000, including utility words, descriptive words, subject-specific words and academic words with visual support.</p> | X |
| <p>1.2 LP1 - Linguistic Vocabulary R - Understand some words, approximately 5000, including utility words, descriptive words and subject-specific vocabulary.</p> | X |
| <p>1.3 LP2 - Linguistic Vocabulary L - Understand more words, approximately 15,000, including utility words, descriptive words, subject-specific words and academic words.</p> | X |
| <p>1.4 LP2 - Linguistic Vocabulary R - Understand more words, approximately 15,000, including utility words, descriptive words and subject-specific vocabulary.</p> | X |
| <p>1.5 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.</p> | |
| <p>1.6 LP3 - Linguistic Vocabulary R - Understand a range of words, approximately 25,000, through contextual cues.</p> | |
| <p>1.7 LP1 - Linguistic Syntax L - Understand subject-verb-object sentence structure in familiar contexts.</p> | X |
| <p>1.8 LP1 - Linguistic Syntax R - Understand simple sentences.</p> | X |
| <p>1.9 LP2 - Linguistic Syntax L - Understand compound sentences in familiar contexts.</p> | X |
| <p>1.10 LP2 - Linguistic Syntax R - Understand compound sentences and simple detailed sentences.</p> | X |

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| 1.11 LP3 - Linguistic Syntax L - Understand compound sentences and complex sentences in unfamiliar contexts | |
| 1.12 LP3 - Linguistic Syntax R - Understand complex sentences containing subordinate clauses, relative clauses and conditional clauses. | |
| 1.13 LP1 - Strategic L - Respond to literal questions with "what," "where," "when," "who" and "how many." | X |
| 1.14 LP1 - Strategic R - Decode familiar words and sight words. | X |
| 1.15 LP1 - Strategic L - Seek clarification by using familiar expressions. | X |
| 1.16 LP1 - Strategic R - Rely on pictures, familiar phrases, patterned sentences, context, shared experiences and first language and culture to comprehend simple texts on familiar topics. | X |
| 1.17 LP2 - Strategic L - Respond to open-ended questions. | X |
| 1.18 LP2 - Strategic R - Decode word families, consonant blends and long- and short-vowel sounds. | X |
| 1.19 LP2 - Strategic L - Seek clarification by restating, paraphrasing. | X |
| 1.20 LP2 - Strategic R - Use rereading, reading on, contextual cues and root-word recognition to comprehend texts on familiar topics. | X |
| 1.21 LP3 - Strategic L - Respond to hypothetical questions. | |
| 1.22 LP3 - Strategic R - Decode root words, prefixes, suffixes and vowel digraphs. | |
| 1.23 LP3 - Strategic L - Seek clarification by asking questions. | |
| 1.24 LP3 - Strategic R - Use predicting, inferencing, contextual cues, and/or affix analysis to understand texts on unfamiliar topics. | |
| 1.25 LP1 - Socio-Linguistic L - Respond appropriately to common social expressions in formal and informal contexts. | X |

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| 1.26 LP1 - Socio-Linguistic R - Understand the literal meaning of simple texts on familiar topics. | X |
| 1.27 LP2 - Socio-Linguistic L - Respond appropriately to common social expressions, intonation, idiomatic expressions in formal and informal contexts. | X |
| 1.28 LP2 - Socio-Linguistic R - Understand common social expressions and figurative language in texts on familiar topics. | X |
| 1.29 LP3 - Socio-Linguistic L - Respond appropriately to slang, humour, common idioms and common social expressions. Recognize register, intonation in a variety of contexts. | |
| 1.30 LP3 - Socio-Linguistic R - Understand explicit social references, explicit cultural references and figurative language in a variety of texts. | |
| 1.31 LP1 - Discourse L - Understand familiar commands, two-step instructions, the gist of discussions and presentations containing phrases and simple related sentences connected with "and" and "then" on familiar topics with visual support. | X |
| 1.32 LP1 - Discourse R - Understand simple narratives and descriptive texts containing common conjunctions. | X |
| 1.33 LP2 - Discourse L - Understand the gist of discussions and presentations containing simple related sentences connected with common conjunctions, time markers, and sequence markers on familiar topics. | X |
| 1.34 LP2 - Discourse R - Understand ideas in simple explanations and procedural texts connected with conjunctions, time markers and sequence markers. | X |
| 1.35 LP3 - Discourse L - Understand main ideas, examples, clauses in detailed paragraphs connected with common cohesive devices in academic explanations. | |
| 1.36 LP3 - Discourse R - Understand ideas in related paragraphs connected with cohesive devices indicating comparison and contrast; transition words. | |
| 1.37 LP1 - Auditory Discrimination L - Recognize common contractions and distinguish minimal pairs in speech spoken at a slower rate. | X |
| 1.38 LP2 - Auditory Discrimination L - Understand contractions and familiar reduced speech. | X |

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| 1.39 LP3 - Auditory Discrimination L - Understand rapid speech on familiar topics. | |
| 1.40 LP1 - Fluency R - Read word-by-word with some phrasing. | X |
| 1.41 LP2 - Fluency R - Read with some phrasing, rereading, sounding out of words, pausing to refer to visuals; substitution of unknown words with familiar words. | X |
| 1.42 LP3 - Fluency R - Read increasingly with expression and attention to common punctuation; meaningful word substitutions. | |

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| 2 Expressive Language: How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content? | 15-5 |
| 2.1 LP1 - Linguistic Vocabulary S - Use some words, approximately 5000, including utility words, descriptive words, and subject-specific words to express needs, express feelings, express preferences and respond to questions. | X |
| 2.2 LP1 - Linguistic Vocabulary W - Use some words, approximately 5000, including utility words, descriptive words and subject-specific words. | X |
| 2.3 LP2 - Linguistic Vocabulary S - Use more words, approximately 15,000, including utility words, descriptive words, subject-specific words to express ideas, ask and answers questions and make statements. | X |
| 2.4 LP2 - Linguistic Vocabulary W - Use more words, approximately 15,000, including utility words, descriptive words and subject-specific words. | X |
| 2.5 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. | |
| 2.6 LP3 - Linguistic Vocabulary W - Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words and academic words. | |

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| 2.7 LP1 - Linguistic Grammar S - Use common pronouns, adjectives, nouns, and verbs in present tense with errors and omissions. | X |
| 2.8 LP1 - Linguistic Grammar W - Use familiar nouns, pronouns, adjectives, adverbs, prepositions, articles and verbs with tense errors and omissions. | X |
| 2.9 LP2 - Linguistic Grammar S - Use regular plurals, possessives, prepositions, verbs in continuous and simple past tenses with agreement and tense errors. | X |
| 2.10 LP2 - Linguistic Grammar W - Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous and simple past tenses, irregular verbs in continuous and simple past tenses with tense and usage errors. | X |
| 2.11 LP3 - Linguistic Grammar S - Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, verbs in future continuous and irregular past tenses with some usage errors. | |
| 2.12 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. | |
| 2.13 LP1 - Linguistic Syntax S - Follow patterned sentences, phrases, and subject-verb-object sentences. | X |
| 2.14 LP1 - Linguistic Syntax W - Write simple declarative sentences, negative sentences and question sentences using sentence frames. | X |
| 2.15 LP2 - Linguistic Syntax S - Use patterned and predictable affirmative and negative statements, questions and commands. | X |
| 2.16 LP2 - Linguistic Syntax W - Write simple compound sentences and simple detailed sentences. | X |
| 2.17 LP3 - Linguistic Syntax S - Add detail to affirmative and negative statements, questions and commands. | |
| 2.18 LP3 - Linguistic Syntax W - Write a variety of compound sentences and complex sentences. | |
| 2.19 LP1 - Strategic S - Use known phrases, simple questions and first-language translation. | X |

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| 2.20 LP1 - Strategic W - Use copying, spelling from memory, words with similar sounds, sentence frames to spell familiar words, write ideas, complete patterned sentences and use basic punctuation. | X |
| 2.21 LP2 - Strategic S - Use message replacement, everyday expressions and everyday questions. | X |
| 2.22 LP2 - Strategic W - Use familiar vocabulary, known phrases, common expressions, cognates, word lists, templates and models, personal dictionary to find appropriate words, spell irregularly spelled words, distinguish homophones and homonyms and increase use of punctuation. | X |
| 2.23 LP3 - Strategic S - Use circumlocution and clarifying questions. | |
| 2.24 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. | |
| 2.25 LP1 - Socio-Linguistic S - Use greetings, common courtesy expressions, familiar social expressions to participate in social and classroom situations. | X |
| 2.26 LP1 - Socio-Linguistic W - Produce texts using familiar words, familiar phrases, sentence frames to complete forms, create graphic organizers and label diagrams. | X |
| 2.27 LP2 - Socio-Linguistic S - Use common expressions, slang, idioms and gestures to communicate with peers. | |
| 2.28 LP2 - Socio-Linguistic W - Produce texts for specific purposes using templates, samples, story plans or graphic organizers. | |
| 2.29 LP3 - Socio-Linguistic S - Use expressions, idioms, and common social references in appropriate contexts. | |
| 2.30 LP3 - Socio-Linguistic W - Produce expository texts and narrative texts using knowledge of culturally appropriate forms and styles. | |
| 2.31 LP1 - Discourse S - Connect familiar phrases and simple sentences with "and" to express needs, feelings, and opinions. | X |

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| 2.32 LP1 - Discourse W - Connect ideas in simple sentences using common conjunctions, common time markers and common sequence markers. | X |
| 2.33 LP2 - Discourse S - Connect ideas using common conjunctions, time markers, and sequence markers to share ideas, ask questions, describe and explain. | X |
| 2.34 LP2 - Discourse W - Connect ideas in a basic paragraph using common conjunctions, time markers and sequence markers. | X |
| 2.35 LP3 - Discourse S - Connect ideas using conjunctions and prepositional phrases to elaborate, describe, sequence and explain. | |
| 2.36 LP3 - Discourse W - Connect ideas in a three-paragraph narrative and a three-paragraph descriptive composition using transition words and subordinate conjunctions. | |
| 2.37 LP1 - Pronunciation S - Approximate English rhythm and intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning. | X |
| 2.38 LP2 - Pronunciation S - Demonstrate comprehensible pronunciation and appropriate intonation in familiar and rehearsed activities, although pronunciation errors may still occur. | X |
| 2.39 LP3 - Pronunciation S - Demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors. | |
| 2.40 LP1 - Editing W - Edit sentences for capitalization of names and words at the beginning of sentences, periods and regular spelling of familiar words. | X |
| 2.41 LP2 - Editing W - Edit and revise paragraphs for regular spelling, end punctuation, commas in lists and addition of detail. | X |
| 2.42 LP3 - Editing W - Edit and revise expository and narrative 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. | |

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| 3 Scientific Inquiry: What are the characteristics of scientific understanding? | 15-5 |
| 3.1 Engage in collaborative scientific inquiry to explain and apply scientific concepts. Possible linguistic functions: summarize and inform, justify and explain. | X |
| 3.2 Identify and demonstrate science safety rules including Workplace Hazardous Materials Information System WHMIS for school laboratories. Possible linguistic functions: summarize and inform. | X |
| 3.3 Ask questions. Possible linguistic functions: inquiry/seek information. | X |
| 3.4 Formulate a hypothesis. Possible linguistic functions: hypothesize. | X |
| 3.5 Identify controlled, manipulated and responding variables. Possible linguistic functions: seek information, summarize and inform, compare and contrast, classify. | X |
| 3.6 Design an experiment and determine controlled, manipulated and responding variables. Possible linguistic functions: inquiry/seek information, analyze. | |
| 3.7 Investigate and test scientific principles and their applications, using models or appropriate tools, for example a microscope. Possible linguistic functions: inquiry, evaluate. | X |
| 3.8 Gather, organize and present experimental data, graphically, if applicable. Possible linguistic functions: seek information, summarize and inform. | X |
| 3.9 Analyze and assess experimental data and evaluate model design when appropriate. Possible linguistic functions: analyze, synthesize, evaluate. | X |
| 3.10 Draw conclusions based on experimental data and explain how evidence gathered support or refutes the initial hypothesis. Possible linguistic functions: summarize, synthesize, justify and persuade, infer. | X |
| 3.11 Reflect on scientific method and pose further questions. Possible linguistic functions: inquire, evaluate. | X |
| 3.12 Identify and debate multiple-perspectives on scientific issues using evidence. Possible linguistic functions: seek information, justify and persuade. | |

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| 4 Life Science: What are the characteristics of living things? How do living things adapt to changes over time? | 15-5 |
| 4.1 Describe the characteristics of living things. Possible linguistic functions: inform, classify. | X |
| 4.2 Describe the basic structure and function of systems in animals, including human nervous, circulatory, respiratory, digestive systems. Possible linguistic functions: inform, compare and contrast, classify. | X |
| 4.3 Describe lifestyle factors that contribute to good health. Possible linguistic functions: inform, compare and contrast. | X |
| 4.4 Classify common plants and animals. Possible linguistic functions: summarize and inform, classify. | X |
| 4.5 Investigate and describe the history of the cell theory. Possible linguistic functions: inquiry and seek information, sequence / order, summarize and inform. | X |
| 4.6 Using a diagram, identify and describe the function of cell organelles. Possible linguistic functions: summarize and inform. | |
| 4.7 Compare and contrast plant and animal cells. Possible linguistic functions: compare and contrast. | |
| 4.8 Using the appropriate tool, apply laboratory skills to observe and record scientific observations (microscope, hand lens). Possible linguistic functions: summarize and inform. | X |
| 4.9 Using a microscope, identify visible cell organelles. Possible linguistic functions: summarize and inform, classify. | |
| 4.10 Compare and contrast passive transport, including osmosis and diffusion, and active transport, including carrier and channel proteins, in relation to semi-permeable membranes. Possible linguistic functions: compare and contrast. | |
| 4.11 Identify and describe the interactions of organisms, including humans, in an ecosystem, including food web, habitat characteristics, needs, adaptations. Possible linguistic functions: summarize and inform. | X |
| 4.12 Explain seasonal change and animal and human adaptations to seasonal change. Possible linguistic functions: inform, compare and contrast, cause and effect. | X |

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| 4.13 Investigate and interpret diversity within species and among species with a focus on adaptations. Possible linguistic functions: inquiry, classify, analyze, synthesize, evaluate, cause and effect. | |
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| 5 Chemistry: What is matter? How does matter react when combined? | 15-5 |
| 5.1 Investigate and describe the history of the particle model of matter. Possible linguistic functions: inquire, inform. | X |
| 5.2 Investigate and describe the properties of states of matter, including water, methanol, ethanol as solids, liquids and gases and associated changes of state. Possible linguistic functions: inquire, inform. | X |
| 5.3 Describe the heating curve of water. Possible linguistic functions: seek info and inform. | |
| 5.4 Estimate and accurately measure, such as volume, mass, density, pH, temperature using the appropriate tool, including beakers, graduated cylinders, scales, litmus paper, thermometers. Possible linguistic functions: inform, predict. | X |
| 5.5 Explain concepts related to heat and heat transfer, including temperature scales Celsius and Kelvin, conduction, convection, radiation. Possible linguistic functions: inform, compare and contrast. | X |
| 5.6 Explain physical and chemical properties in everyday materials. Possible linguistic functions: inform, compare and contrast. | X |
| 5.7 Investigate and describe subatomic particles, including electrons, protons, neutrons. Possible linguistic functions: seek information, inform, compare and contrast. | X |
| 5.8 Examine and evaluate patterns in the first 18 elements of the periodic table including nomenclature, atomic symbol, atomic mass, atomic number, ionic charge, chemical properties of groups and families. Possible linguistic functions: summarize and inform, classify. | X |
| 5.9 Investigate nomenclature of elements and compounds and apply to classification of pure substances or mixtures. Possible linguistic functions: classify, analyze. | X |

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| 5.10 Investigate chemical nomenclature of compounds, both molecular and ionic. Possible linguistic functions: inform, compare and contrast, classify, analyze. | |
| 5.11 Investigate and describe the properties of acids and bases. Possible linguistic functions: inquire and seek info, inform, compare and contrast. | |
| 5.12 Investigate and describe chemical reactions to identify reactants and products in chemical or physical changes. Possible linguistic functions: inquire and seek information, inform, compare and contrast, cause and effect. | |
| 5.13 Investigate different types of chemical reactions, such as acid, base, endothermic, exothermic. Possible linguistic functions: inquire, inform, classify. | |
| 5.14 Represent chemical reactions with word equations and chemical formulas. Possible linguistic functions: sequence/order, problem solve. | |
| 5.15 Balance chemical reactions. Possible linguistic functions: sequence/order, problem solve. | |
| 5.16 Using the appropriate tool, apply laboratory skills to observe and record scientific observations, including beakers, graduated cylinders, spot plates. Possible linguistic functions: summarize and inform. | X |

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| 6 Physical Science: How does energy affect the movement of objects? | 15-5 |
| 6.1 Use appropriate scientific, SI, notation. Possible linguistic functions: classify, analyze. | X |
| 6.2 Identify, describe and interpret examples of mechanical, chemical, thermal, electrical and light energy. Possible linguistic functions: inform, classify, compare and contrast, analyze. | X |
| 6.3 Describe the use, production and impact of common sources of renewable and non-renewable energy. Possible linguistic functions: summarize and inform, compare and contrast, analyze and evaluate, cause and effect. | X |
| 6.4 Investigate and explain kinetic and potential energy. Possible linguistic functions: inquire and seek information, summarize and inform. | X |

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| 6.5 Investigate and explain the electromagnetic radiation spectrum. Possible linguistic functions: inquire and seek information, summarize and inform. | X |
| 6.6 Investigate and describe evidence of energy transfer and transformation. Possible linguistic functions: inquire and seek information, summarize and inform, compare and contrast. | |
| 6.7 Evaluate the efficiency of energy conversions. Possible linguistic functions: analyze, evaluate. | |
| 6.8 Explain common movement and forces, including friction, magnetism, structural stresses, gravity. Possible linguistic functions: inform, compare and contrast. | |
| 6.9 Compile and display evidence and information in a variety of formats, such as diagrams, flow charts, tables, graphs, scatterplots. Possible linguistic functions: analyze, synthesize. | X |
| 6.10 Interpret patterns and trends in data. Possible linguistic functions: analyze, infer. | X |

Facilities or Equipment

Facility

Access to high school science laboratory space is required for this course.

Facilities:

Equipment

Access to high school science laboratory equipment is required for this course.

Learning and Teaching Resources

No required resources

Sensitive or Controversial Content

No sensitive or controversial content.

Issue Management Strategy

Health and Safety

As with all Science courses, teachers should refer to Health and Safety in the Science Classroom: Kindergarten to Grade 12 (2019) from Alberta Education to inform their practice regarding the health and safety of themselves and their students

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

Science 14

Science 10

Identified Overlap/Similarity

Some of the science-related learning outcomes in this course overlap slightly with Science 14 or Science 10 learning outcomes.

Reasoning as to Why LDC Is Necessary

Science 10 and Science 14 emphasize the study of concepts from a very specific scientific perspective mainly to native English speakers or LP4 or LP5 ELLs in order to focus on science education. The ESL Introduction to Science 15, 25 courses are necessary to allow LP1, LP2 and LP3 ELLs to learn foundational scientific concepts and skills while simultaneously learning English, in order to be successful in further high school science courses.

Locally Developed Courses with Overlap and/or Similarity

ESL Introduction to Canadian Studies 15, 25.

Identified Overlap/Similarity

The language learning outcomes in this course overlap with ESL Introduction to Canadian Studies 15, 25 because the language learning outcomes 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, conceptual understandings and procedural knowledge acquired in ESL Introduction to Science 15, 25 bridge the gap for ELLs and form the foundation for success in future science courses. Once knowledge of scientific language, concepts and procedures have been established through these courses, students will be able to enter into Alberta Education Science programming. Students will continue to require differentiated instruction focused on academic language development in future science courses.

Student Assessment

Ongoing language assessment in relation to the Alberta K-12 ESL Proficiency Benchmarks informs teaching and learning throughout this course.

Course Approval Implementation and Evaluation

LOCALLY DEVELOPED COURSE OUTLINE

Leadership in the Arts35-3

Leadership in the Arts35-5

Submitted By:

Lethbridge School District No. 51

Submitted On:

Jun. 4, 2019

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> |
|-----------------------|--------------|-------------------|-----------------|-------------------------|----------------------|---------------|
| 35-3 | 75.00 | 09/01/2019 | 08/31/2022 | Acquired | Authorization | G10 G11 G12 |
| 35-5 | 125.00 | 09/01/2019 | 08/31/2022 | Acquired | Authorization | G10 G11 G12 |

Course Description

Leadership in the Arts is a program of cross-disciplinary study, which encourages critical thinking, creative, entrepreneurial and innovative learning. This course will prepare students, regardless of their future careers, to continue to participate and be leaders in the Arts. The Arts play important roles in shaping communities, culture and the economy. Leadership in the Arts extends disciplinary learning from Art, Dance, Drama, Creative Writing, Film and Music outside the walls of the school and builds understanding of how students can continue to be involved in the Arts as professionals, community leaders and entrepreneurs. This course will have a strong community focus and will reflect local opportunities for the Arts.

Course Prerequisites

Any one of the following:

- Art 20
- Drama 20
- Instrumental Music 20
- General Music 20
- Choral Music 20
- Dance 25
- Film and Media Art 25
- Creative Writing 25

(Additional alternate prerequisites may be identified during the authorization cycle with the addition of new fine arts locally developed course sequences.)

Sequence Introduction (formerly: Philosophy)

Leadership in the Arts is designed to inspire students to become engaged thinkers who make discoveries through inquiry, exploration, experimentation and reflection. As students strive for personal success, they will balance their personal interests and abilities with a vision that looks at the needs of the community. Collaboration is an important part of this course. Investigating opportunities with artists, organizations, community leaders, and businesses is necessary for student growth and developing a personal identity as a future leader in the Arts.

The Arts provide many opportunities for participation in a creative life in addition to being a practicing artist. Community leadership in the Arts is important for the cultural and economic growth. This course will support students in understanding the vast opportunities for lifelong involvement with the Arts.

Student Need (formerly: Rationale)

Leadership in the Arts provides the opportunity for students from across Arts disciplines to prepare themselves to be leaders in the social, economic, and cultural roles of the Arts. This course goes beyond technical skill development in an art form or looking at the impact of individual works of art and studies how the Arts can empower individuals and communities. The creative industries will be a major economic driver in a diversified, knowledge driven and culturally vibrant society. Leadership in the Arts supports students in not only being artists, but applying their artistic skills, understanding and appreciation of the Arts to becoming social, economic and cultural leaders. Students within this course will benefit from a cross disciplinary approach that includes all Arts disciplines to investigate careers in the Arts, how to lead community Arts organizations, and become entrepreneurs in the creative industries. It is the interaction with other students and teachers from across the arts disciplines that distinguish this course from other fine arts courses.

Scope and Sequence (formerly: Learner Outcomes)

The outcomes in Leadership in the Arts are structured so that general outcomes 1-3 are required for the 3-credit version of the course and general outcome 4 is required for 5-credits.

Guiding Questions (formerly: General Outcomes)

- 1 Evaluate possibilities for careers and lifelong involvement in the Arts**
- 2 Analyze the influence of the Arts in the economy**
- 3 Analyze the cultural influence of the Arts**
- 4 Design a cultural plan for the Arts in the community (5 credit only)**

Learning Outcomes (formerly: Specific Outcomes)

| | |
|---|------------------|
| 1 Evaluate possibilities for careers and lifelong involvement in the Arts | 35-3 35-5 |
| 1.1 Research career opportunities in the Arts | X X |
| 1.2 Articulate personal strengths, knowledge and skills related to an Arts discipline | X X |
| 1.3 Investigate the of mission, values and structure of a variety of Arts organizations | X X |
| 1.4 Develop a professional network that includes community based Arts organizations and artists | X X |

| | |
|---|------------------|
| 2 Analyze the influence of the Arts in the economy | 35-3 35-5 |
| 2.1 Research the economic impact of the creative industries locally, provincially, nationally and internationally | X X |
| 2.2 Compare the forms of funding available to artists and Arts organizations | X X |
| 2.3 Compare differences between non-profit organizations and for-profit Arts businesses | X X |

| | |
|---|------------------|
| 3 Analyze the cultural influence of the Arts | 35-3 35-5 |
| 3.1 Evaluate the cultural impact of the Arts in different communities | X X |
| 3.2 Compare the role of different levels of government in support of the arts | X X |
| 3.3 Compare the municipal, provincial and federal policies that impact the Arts | X X |

| | |
|---|------------------|
| 4 Design a cultural plan for the Arts in the community (5 credit only) | 35-3 35-5 |
| 4.1 Identify the community values that inform a cultural plan | X |

| | |
|--|---|
| 4.2 Identify cultural assets in the community | X |
| 4.3 Create a set of priorities for the Arts in the community | X |

Facilities or Equipment

Facility

Facilities:

Equipment

Learning and Teaching Resources

Community Resources

To achieve a mentorship relationship, the student will need to access professional contacts in the professional and post-secondary world.

Sensitive or Controversial Content

Issue Management Strategy

Health and Safety

Risk Management Strategy

Statement of Overlap with Existing Programs

Course: Career Transitions 2310

Outcome: refine and present the career portfolio, showing evidence of strengths and competencies, including accomplishments over the past year

Rationale: Leadership in the Arts approaches the study of careers in the Arts from an interdisciplinary Arts lens and focuses on students learning about the many ways they can have lifelong involvement with the Arts in addition to a careers directly in the Arts.

Course: Career Transitions 3010

Outcome: gather and analyze appropriate labour market information related to selected occupations and incorporate the findings into a personal career plan

Rationale: Students in Leadership in the Arts study career opportunities in the Arts to not only prepare for potential future careers, but to learn how the Arts are an important economic and cultural driver for communities.

Course: Career Transitions 3310

Outcome: update learning/career planner and expand personal career network/resource list

Rationale: Students in Leadership in the Arts learn about the presence of the Arts within their community through authentic community connections and networks. This supports important learning about how they can pursue lifelong involvement in the Arts community.

Student Assessment

Assessment practices for this course follow board policies for assessing and reporting student achievement. This course does not have any unique assessment requirements or standards.

Course Approval Implementation and Evaluation

