

Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels

Introduction to Guidelines

This template was developed by a small team of English Language Learning (ELL) specialists. The team was composed of the following representatives:

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The purpose of developing a template for a Board/Authority Authorized (BAA) ELL 10, 11, 12 is to provide guidance to districts interested in offering an ELL language acquisition/culture course.

Note: Specify grade level and show progression at each further level through creation of separate courses, rather than creating one course that covers all three years.

Guideline for Creating Language Acquisition/Culture Courses

This guideline uses the same template that has already been created for the purpose of developing BAA courses. All the headings are standard BAA template headings, with possible examples and suggestions to use when creating a language acquisition/culture course.

Rationale

Students come from a variety of cultural, linguistic, and academic backgrounds. This course is designed for those students whose primary language is not standard English and who may therefore require English as a second (or additional) language support so they may access the BC curriculum, helping them to reach their full potential.

Objective

The acquisition of English language and understanding of Canadian culture:

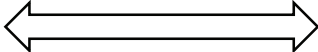
- to support the cognitive and academic growth of these students
- to support the transition of these students into BC schools and their inclusion into and contribution to the ongoing development of Canadian society

Organizational Structure

The organizational structure of each course can be easily divided into two major categories: Cultural Studies, and Academic Literacy. The sample topics listed below provide some indications of the range of themes that could fit within each category, with the understanding that each district may want to include topics that are most meaningful for their situation. It should also be understood that the two main categories will have separate sub-categories, curriculum organizers, and learning outcomes under each sub-heading. The arrow in between the two

categories signifies that the two categories are not meant to be taught in a linear fashion, but rather represent key components of typical need.

The lists under each category are by no means exhaustive, but simply an illustration of the types of topics that may arise in each category.

Cultural Studies  **Academic Literacy**

- Canadian culture
 - School culture
 - Multi-culture
 - BC culture
 - History/Geography
 - Culture and communication
 - Government: municipal, provincial, federal
 - Media
 - Sports
 - Significant Canadians
- Oral language (receptive and expressive): grammar, vocabulary, narratives, etc.
 - Written language (expressive and descriptive): grammar, vocabulary, etc.
 - Text analysis
 - Genre studies: working with a variety of texts to analyze the purpose, text organization, and language features, etc.
 - Reading across the curriculum: Strategies and structures

Instructional Component

Add the methods of instruction that will be used in your course.

Assessment Component

Add the types of assessments that will be used for your course in order to demonstrate the rigour of the student learning. Assessment components could include tests, quizzes, journals, portfolios, oral presentations, etc. Ideally, this section will outline each component, and also provide weighting. For example: Quizzes – 20%, Presentation – 10%, Final exam – 20%, etc.

Learning Resources

List all books, articles, websites, newspapers, etc., that will be used in the teaching of the course.

Note: Provincial curricula (IRPs) are not, in themselves, a resource. BAA courses cannot be modified versions of the provincial curriculum, nor can they be bridging or remedial courses of the provincial curriculum.