



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

UPDATED 2018

Guidelines for Creating English Language Acquisition/Culture Courses

The purpose of this document is to:

- Provide guidance to school districts and independent school authorities that wish to offer Board/Authority Authorized (BAA) English Language Learning (ELL) courses in Grade 10, 11 or 12 to support the acquisition of English language and understanding of Canadian culture; and
- Align these courses throughout the province.

When creating a new BAA ELL course or converting an existing course, please use the following general BAA course guidelines to build the course: [Board/Authority Authorized \(BAA\) Courses: Requirements and Procedures Guidebook](#). BAA courses cannot be modified, bridging, or remedial versions of the provincial curriculum.

These guidelines are to be used in conjunction with the updated [BAA Course Framework Template](#). This BAA template is written to reflect the updated curriculum standards; therefore, all new and existing BAA ELL courses must follow this template.

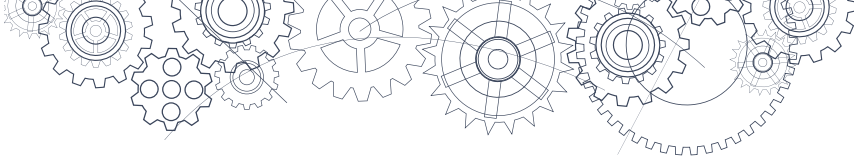
Rationale

Students come from a variety of linguistic and cultural and backgrounds. BAA ELL courses are designed for students whose primary language is not English and may require additional English language support and understanding of local culture to access the B.C. curriculum and reach their potential.

Objective

The objective of BAA ELL courses is to help students acquire proficiency in the English language and understanding of Canadian culture:

- to support the cognitive and academic growth of English Language Learners; and
- to support the transition of these students into B.C. schools and their inclusion into and contribution to the ongoing development of Canadian society.



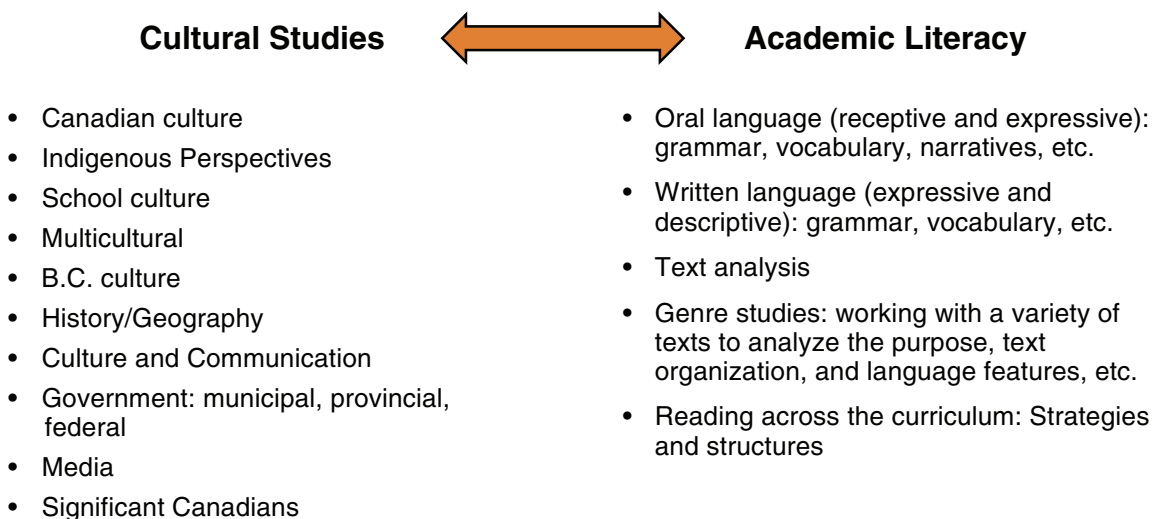
Organizational Structure

The organizational structure of each course can be 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 or school 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 standards under each sub-heading.

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

The lists under each category are not exhaustive, but examples of the types of topics that may arise in each category.



Assessment Component

Assessment components can take many forms and should reflect the [ELL Standards](#).

If you have any questions about these guidelines, please email:

student.certification@gov.bc.ca

