

LOCALLY DEVELOPED COURSE OUTLINE

ESL Expository English15-5

ESL Expository English25-5

Submitted By:

Red Deer Catholic Regional Division No. 39

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	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12
25-5	125.00	09/01/2016	08/31/2020	Acquired	Reauthorization	G10 G11 G12

Course Description

ESL Expository English 15 and 25 are courses that provide English Language Learners with an opportunity to develop and extend their skills in oral and written discourse for the purposes of explaining, describing, and informing.

Course Prerequisites

ELL students have completed ESL instruction at Level 2 and/or are benchmarked at Level 3 or 4 on the Alberta Education language proficiency benchmarks. These students self-identify, or are identified as requiring additional language and literacy instruction to strengthen their expository language skills for the academic speaking, listening, reading, writing, viewing, and representing expectations of core content programs of study.

Sequence Introduction (formerly: Philosophy)

English Language Learners (ELLs) will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures.

Students will learn the functions and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, and written communication, working from the paragraph level of writing in ESL Expository English 15 and moving to essay-writing in ESL Expository English 25.

These skills will also benefit them as citizens in the workplace, broader community, and the world as they become more informed and more able to effectively express themselves in a formal manner.

Student Need (formerly: Rationale)

In keeping with the values defined within Alberta Education's Ministerial Order on Student Learning, the intent of this course is to provide English Language Learners with an opportunity to develop and extend their skills in oral and written discourse for the purposes of explaining, describing, and informing.

Students will strengthen their understanding and application of the expository text forms (grammatical structures) and functions (purposes) to succeed in secondary and post-secondary education.

Scope and Sequence (formerly: Learner Outcomes)

ESL Expository English 15 and 25 are 5-credit courses designed to offer intensive and explicit academic language instruction to ELLs whose participation in carefully structured tasks will build confidence and proficiency in academic listening, speaking, reading, writing, viewing, and representing for expository purposes.

NOTE: Where the symbol √ appears at more than one level, it indicates an increased sophistication and independence in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Guiding Questions (formerly: General Outcomes)

- 1 Explore, comprehend, and manage ideas from various expository texts appropriate to their identified English language proficiency level.**
- 2 Understand and effectively apply expository language functions, forms (grammatical structures), vocabulary, cultural referents, and organizational patterns at an intermediate (15) or advanced (25) level.**
- 3 Effectively engage in cognitive, metacognitive, critical thinking, literacy, and social/affective learning strategies to enhance comprehension of and response to expository text.**
- 4 Create a variety of expository text types that demonstrate an understanding of the organizational patterns and language forms (grammatical structures) required for different functions.**

Learning Outcomes (formerly: Specific Outcomes)

1 Explore, comprehend, and manage ideas from various expository texts appropriate to their identified English language proficiency level.	15-5 25-5
1.1 formulate questions to guide inquiry.	X X
1.2 understand the purpose and organizational patterns of various expository texts.	X X
1.3 employ critical thinking skills to infer, evaluate, interpret, compare, contrast, detect bias, express an opinion, distinguish between fact and opinion, and draw conclusions.	X X
1.4 apply strategies to interpret various textual representations (art, film, electronic, oral, etc.)	X X
1.5 demonstrate awareness and understanding of expository text features (title, glossary, italics, etc.) to improve overall comprehension.	X X
1.6 develop understanding of text clues to enhance understanding of vocabulary/text (Greek and Latin-based roots and affixes, embedded definitions, etc.)	X X
1.7 develop awareness of figurative language embedded in expository text (simile, metaphor, personification).	X X
1.8 research topics using a variety of reliable print, electronic, visual, and other resources.	X X
1.9 synthesize information from multiple sources; organize and present the information in accordance with specified organizational guidelines.	X X
2 Understand and effectively apply expository language functions, forms (grammatical structures), vocabulary, cultural referents, and organizational patterns at an intermediate (15) or advanced (25) level.	15-5 25-5
2.1 identify sentence, paragraph and essay elements (topic, controlling idea, thesis statement, concluding sentence) and use this understanding as a model for their own writing.	X X

2.2 understand and apply the organizational patterns and language features of common academic expository text (description, sequence, comparison, cause and effect, problem/solution).	X X
2.3 broaden understanding of cultural referents with materials and content familiar to Canadian readers.	X X
2.4 employ functional vocabulary for doing the work (underline, highlight, interpret, summarize, etc.)	X X
2.5 understand and apply high-frequency cross-curricular academic vocabulary.	X X
2.6 reinforce and broaden understanding and use of language forms (grammatical structures).	X X

3 Effectively engage in cognitive, metacognitive, critical thinking, literacy, and social/affective learning strategies to enhance comprehension of and response to expository text.	15-5 25-5
3.1 identify different texts and media genres that use expository writing forms.	X X
3.2 develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge.	X X
3.3 employ effective reading strategies to enhance understanding of expository text (text clues, word analysis, graphic organizers, translation from L1, etc.).	X X
3.4 apply background knowledge to infer context that is not explicit.	X X
3.5 effectively utilize techniques for skimming, scanning, and close reading a text.	X X
3.6 employ affective social learning strategies and appropriate functional language to participate in cooperative learning activities (think-pair-share, questioning/challenging, reciprocal reading, etc.).	X X
3.7 utilize oral language with appropriate stress, register, volume, speed, and intonation to communicate effectively for a variety of purposes (seeking information, providing feedback, individual or group interactions, oral presentations)	X X

3.8 comprehend conversations and common oral classroom discourse that may contain performance variables (hesitations, pauses, reduced forms, vernacular language, interjections, etc.).	X X
3.9 learn and apply cognitive strategies (note-taking, visualization, etc.) to interact with and manipulate, mentally or physically, the material to be learned.	X X
3.10 distinguish between literal and figurative/implied meaning.	X X
3.11 critically evaluate validity and quality of resources and respect intellectual property.	X X

4 Create a variety of expository text types that demonstrate an understanding of the organizational patterns and language forms (grammatical structures) required for different functions.	15-5 25-5
4.1 utilize oral language with appropriate stress, register, volume, speed, and intonation to communicate effectively for a variety of purposes (seeking information, providing feedback, individual or group interactions, oral presentations)	X X
4.2 employ cohesive devices in common oral discourse tasks (retell, instruct, describe, link, explain, present and support, and propose a hypothetical situation).	X X
4.3 apply the rhetorical forms and conventions necessary for expository paragraph writing (topic sentence, focusing statements, supporting ideas, transitions, concluding sentence).	X X
4.4 utilize the rhetorical forms and conventions necessary for expository essay writing (thesis statement, focusing statements, supporting ideas, transitions, conclusion).	X X
4.5 produce a variety of short (15/25) and extended (25) text forms (oral, written, visual) taking into consideration audience, tone, context, and function (define, explain, describe, analyze, compare, classify, identify cause and effect, infer, argue, persuade, summarize, paraphrase, synthesize, and evaluate).	X X

4.6 understand and apply the structures and language forms (grammatical structures) appropriate to the text type and function (transitional words/phrases such as first, then, finally to indicate sequence, if.then statements to demonstrate cause and effect, providing information about characteristics and features using for instance, for example, such as, etc.).	X	X
4.7 effectively use self-help print and electronic resources such as dictionaries, thesauri, translation dictionaries, style guides, and marking guides.	X	X
4.8 represent learning through digital formats.	X	X
4.9 act responsibly as a digital citizen.	X	X

Facilities or Equipment

Facility

Standard School Facilities

Facilities:

Equipment

Access to digital tools

Learning and Teaching Resources

All resources used to teach Locally Developed Courses are subject to Board of Trustees approval and only those resources listed in this outline have been approved by the Board of Trustees. A motion is attached.

Student Basic Resources:

Ackert, P. (1999). Cause and Effect (3rd Edition). Heinle and Heinle Publishers

Broukal, M. (2000). What a Life! Series High Beginning, Beginning, Intermediate. Pearson Longman

Hogue, Ann. (2007). First Steps in Academic Writing (2nd edition). Pearson ESL

Student Support Resources:

Common Prefixes, Suffixes and Root Words

http://www.msu.edu/~defores1/gre/roots/gre_rts_afx1.htm

ESL/EFL Teaching/Learning Resources

http://academics.smcvt.edu/cbauer-ramazani/Links/esl_reading.htm

World Wide School Library

<http://www.worldwideschool.org/library/catalogs/bysubject-top.html>

Sensitive or Controversial Content

Students in consultation with their teacher advisors shall choose projects and presentations that are appropriate to the school philosophy and community and in compliance with the Guide to Education and the teachings of the Catholic church.

All students will be treated fairly following Administrative Procedure #103 - Safe and Caring Learning Environments for Students.

Issue Management Strategy

Health and Safety

External resources such as guest speakers must be approved by school administration.

All Off-site activities are organized according to Red Deer Catholic Regional Schools Administrative Procedure 342 - Field Trips and Other Curricular Activities.

Red Deer Catholic Regional Schools Administrative Procedure #113 – Occupational Health and Safety sets out responsibilities for safe working conditions.

Risk Management Strategy

Statement of Overlap with Existing Programs

This course is a reauthorization and previously has been found by Alberta Education not to have any significant overlap with existing provincially developed courses.

Student Assessment

Assessment practices for this course should invite student participation in articulating learning targets and setting criteria for success, in providing evidence of understanding and in developing appropriate grading practices. Assessment and grading practices should also reflect the context of particular student, school and classroom learning needs.

Teachers will set specific criteria and grading practices, with students, as they assess student learning based on the learning outcomes from the course. These criteria form the basis for assessing, grading and reporting student progress. Communicating student progress is an ongoing conversation between the teacher, the student and the parent, throughout the course, with the goal of improving student learning.

The validity of assessment will be enhanced if evidence of student achievement, related to the general and specific outcomes, is gathered over time, and through communication with students as they build understanding, revise misunderstandings and refine approaches to learning. Careful observation of students as they engage in learning tasks and critical examination of the work they produce allows teachers to build out a multi-dimensional picture of student learning.

Valid grading reflects a student's achievement towards the learning outcomes. The reporting of behavior, effort, attendance, neatness, group contribution, initiative etc. is reported separately (Webber, Aitken, Lupart, & Scott, 2009, Guskey, 2006, Reeves, 2004).

To be credible and defensible, assessment information that is used in grading a body of evidence, samples student performance, and is related to specified outcomes, based on professional judgment rather than being based on a calculated mean (average).

Assessment and grading practices should take into consideration the helical nature of learning - the recursive and increasingly complex skills and knowledge required of students as they demonstrate what they know and can do in relation to each of the specific and general outcomes. As the complexity of learning outcomes increases within each level of the course (15-25-25), evidence of a more comprehensive understanding is required.

Where a specific learner outcome spans all levels (15-25-35), students are expected to show an increasing level of sophistication and refinement of skills in demonstrating the outcome. Overall, general and specific outcomes can be achieved and assessed concurrently rather than sequentially.

Teachers should adhere to the following assessment standards when determining appropriate assessment and grading practices for this Locally Developed Course.

Assessment practices should reflect the following principles:

- Assessment of student performance is explicitly tied to the learning outcomes of the course
- Students are involved in understanding and articulating learning targets and criteria of success
- Students have opportunities to receive feedback in non-graded and formative learning activities and assignments before submitting assignments or engaging in activities for summative evaluation
- Assessments are purposefully designed in ways that motivate and challenge students, and are respectful of student diversity
- Students are provided choice in how they demonstrate learning

- Assessment data is gathered from a broad range of assessment activities and includes information from student work products and performances, from teacher observations of student learning processes, and from student reflections/student-provided evidence of success
- Assigned grades emphasize the most recent and most consistent evidence of student learning
- Assessment of Citizenship, Personal Development and Character is considered within all learning programs as included within the Calgary Board of Education Board of Trustees' Governance Policies.

References

Guskey, T. R. (May, 2006). Making high school grades meaningful. Phi Delta Kappa International,

87(9), pp. 670-675. Retrieved from <http://www.jstor.org/stable/20442125>

Reeves, D.B. (Dec 2004). The case against zeros. Phi Delta Kappan 86 (4). Retrieved from

<http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Webber, C.F., Aitken, N. Lupart, J. & Scott, S. (2009). The Alberta student assessment study final

report. Edmonton, Canada:

Course Approval Implementation and Evaluation

