

## **ESL Learning Strategies 12**

**District Number:** 98

**Developed by:** FH Collins High School

**Date Developed:** January 2011

**Schools Name:** FH Collins High School

**Principal's Name:** Darren Hays

**Department Authorized Approval Date:** December 2012

**Department Authorized Signature:**

**Course Name:** ESL Learning Strategies 12

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

Recommend a teacher with minimum TESL Level 1 Canada (minimum 100 hours plus practicum) as well as ESL teaching experience

Computer component

Designed to be taught in a closed ESL classroom.

<b>Course Synopsis:</b>		
<p>ESL Learning Strategies is designed for ESL students, particularly international and landed-immigrant students whose goal is B.C. high school graduation. This course addresses the strategies needed to read, write and communicate successfully in English at the grade 12 level. This course will develop skills in reading, writing, listening, and oral communication necessary for academic success.</p>		
<b>Rationale:</b>	<p>This course will further develop skills necessary for personal and academic learning. By developing these skills, the students will be better prepared to meet the challenges of graduating in a second language. This course will give students further practice with a variety of Canadian classroom learning strategies.</p>	
<b>Organizational Structure: [units, topics, modules]</b>		
Unit/Topic	Title	Time
Unit 1	Oral Presentation	20
Unit 2	Writing skills	40
Unit 3	Reading Strategies	40
Unit 4	Listening Skills	20
Total Hours		120

## Unit/Topic/Module Descriptions:

### **Unit 1 Oral Presentation** 20 hours

Students are required to research, organize and deliver oral presentations using a variety of visual aids.

It is expected that students will:

- Initiate, sustain, and conclude conversations and discussions on a wide variety of topics of personal, social and academic interest
- Communicate orally using patterns of English grammar and pronunciation with the accuracy necessary for continued success in subject classrooms
- Analyze a variety of social contexts to determine the appropriate style of language and non-verbal behaviour to use
- Create and present a variety of oral projects in forms appropriate for different purposes and audiences.

**Unit 2 Writing Skills** 40 hours

Students will develop the writing skills required for success in all subjects.

It is expected that the students will:

- Write in a variety of forms for various purposes and audiences; e.g., expository, narrative, descriptive, and letter writing
- Use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization
- Arrange ideas in logical order and present them in compound and complex sentences and linked paragraphs
- Use a variety of sentence patterns and conventions of standard English with written work
- Summarize writing ideas using graphic organizers, e.g., webs, Venn diagrams, brainstorming.

**Unit 3 Reading Strategies** 40 hours

Students are required to read a variety of informational and literary texts for different purposes, using a range of reading strategies effectively.

It is expected that the students will:

- Respond to a range of short fiction and non-fiction texts, using a variety of strategies
- Choose reading materials for study and personal enjoyment, with teacher guidance
- Demonstrate knowledge of English vocabulary related to classroom studies
- Read texts with familiar content or vocabulary using a variety of reading strategies
- Choose appropriate resources from pre-selected materials for use in teacher-directed assignments
- Make inferences and predictions.

**Unit 4 Listening Skills** 20 hours

Students are required to listen to a variety of aural presentations on a variety of topics for a variety of purposes.

It is expected that the students will:

- Use a range of strategies during interactions to ensure that communication continues. e.g. repetition, rephrasing
- Write reports of events using direct and indirect speech structures
- Interview peers on familiar topics using spontaneous and rehearsed questions
- Interpret and follow complex oral instructions for carrying out tasks
- Synthesize and summarize information from an aural presentation.

**Instructional Components:**

Will include, but not be limited to:

Direct instruction  
Group instruction  
Self paced learning  
Modeling  
Role-playing  
Brainstorming  
Peer analysis of student work  
Cooperative group learning  
Journal writing  
Individual and group projects

**Assessment Component:**

The assessment of individual students in the ESL Learning Strategies demands a variety of evaluation techniques.

Active participation in classroom activities 15%  
Completion of projects 30%  
Completion of classroom assignments 25%  
Tests, quizzes 10%  
Final written exam 20%

**Learning Resources:**

Will include, but not be limited to:

Internet  
Library resources  
Reading and Writing for Success  
Edge – Reading, Writing and Language