



Medicine Hat Public School Division

Junior High/Middle School Locally Developed Course Application

School Applying: CHHS	Application: Creation: ☐ Acquiring/Renewal: ☒
Course Name: ESL Accelerated	Grade Level(s) of course: 7-8-9
Course Type:	1. ☐ Complementary 2. ☐ Religious Studies 3. ☒ Second Language
Application Date: Feb 10, 2020	Implementation Date:
Division Office to Complete	
Board of Trustee Approval: ☐	Date of Authorization: Authorization expires:
*Note: Authorization is good for 4 calendar years after Board approval.	

Course Description:
Provide a summary of course sequence, including major concepts at each level (can be a single level course): ESL accelerated English 7,8,9 will provide English Language Learners (ELLs) at the intermediate English language proficiency level with the opportunity to build communicative competence with the English language using the academic language required for participation, progression, and achievement using modified junior high English Language Arts Programs of Study. This course, ESL Accelerated English 7,8,9, provides English Language Learners (ELLs) with the opportunity to build communicative competence, the ability to understand and use language effectively in authentic academic environments English Language Learners (ELLs) at the intermediate level of English language proficiency face language-related barriers to achievement in required core classes due to the use of extensive subject-specific vocabulary and the complexity of the discourse, grammatical structures, and language functions required. ELLs require explicit language instruction of these complexities through the English Language Development (ELD) framework while simultaneously creating and sharing knowledge upon which core competencies are built. English language development, (ELD) is systematic instruction targeting specific elements of the English language including functions, form, vocabulary, and fluency. Strong pedagogical practice with English Language Development (ELD) for Language Proficiency (LP) Level 3 students emphasizes elements of the English language within the context of who the learners are, their cultural background, and their level of communicative competence. English language development does not focus on isolated grammatical features, as in traditional grammar programs, but rather focuses on form within a meaning-based context and communicative functions relevant to the language level and life experience of the learner.

Course Requirements:	Y or N
Are there any required resources, equipment or facilities unique to the course(s)?	☐ ☒
Is there any required fee?	☐ ☒
If yes, identify what these are:	



Course Conditions:	Y or N
Are there any risks and hazards or controversial and sensitive issues unique to the course(s)?	☐ ☒
If yes, identify what these are:	
Course Prerequisites:	Y or N
Are there any prerequisites for the course(s)?	☐ ☒
If yes, identify what these are:	
Student Need:	
Identify the student need(s) that this course sequence is intended to address and why this course is necessary to meet those need (s). Include any relevant student and parental input. For locally developed courses, the identified student need can relate to but not be met by existing provincial curriculum, thus the need for the course. The goal of this locally developed course is to provide intermediate-level English Language Learners with planned, systematic, intentional, and explicit instruction that will enable students to develop an increasing level of communicative competence. These foundational skills will support students' educational goals and assist them in becoming productive and contributing members of Albertan and Canadian society. Students at Language Proficiency Level 3 require intentional programming that provides the background knowledge necessary for successful integration into grade-level English Language Arts classes. These language learners require specific attention to the language structures and functions associated with the curriculum requirements across multiple English Language Arts topics and genres. These learners also need specific support in recognizing, interpreting and responding to the cultural factors underlying the study of English Language Arts. Intermediate English language learners are those students whose level of English language proficiency affects their ability to fully participate in the learning experiences provided in Alberta schools without additional support in English language development. It is important to note, that these learners will continue to require instructional scaffolds as they progress through the language proficiency levels and grade-level programs of study	
Scope and Sequence:	
Describe the essential understandings – big ideas that endure over time and are of value to self, society and the subject – for this course sequence. The goal of this course is to develop communicative competence supports for students to achieve success in school and become active and responsible citizens in their communities, society, and world. Guiding Questions 1 How does the development of proficiency in receptive language skills (listening and reading) enable students to comprehend and communicate information and ideas related to the English Language Arts Programs of Study? (See Alberta K-12 ESL Proficiency Benchmarks, Grade 7-9, LP3, for illustrative examples.) 2 How does the development of proficiency in productive language skills (speaking and writing) enable students to comprehend and communicate information and ideas related to the English Language Arts Programs of Study? (See Alberta K-12 ESL Proficiency Benchmarks, Grade 7-9, LP3, for illustrative examples.) 3 How does developing competence in the six language arts of listening, speaking, reading, writing, viewing, and representing enable students to compose, comprehend, and respond to oral, visual, print, and multi-media	



texts? (See Alberta Education Grades 7, 8, 9 English Language Arts Programs of Study and illustrative examples.)

Guiding Questions and Learning Outcomes

Describe unifying concepts embedded within learning outcomes and contextualize that knowledge for deeper understanding.

Students will develop and use receptive language skills of listening and reading to comprehend information and ideas related to course content. These reading skills include decoding, comprehension, fluency, and understanding main ideas and details of text.

The student will develop and use the following productive language skills of speaking and writing to comprehend information and ideas related to course content. These linguistic skills include extending vocabulary, becoming fluent in writing conventions.

The student will develop competence in listening, speaking, writing, viewing, and representing which will enable them to write, understand, and respond to oral, visual, print, and texts.

Learning Resource Requirements:

Y or N

Are there any required learning and teaching resources?

☐ ☒

If yes, identify what these are:

Student Assessment:

Y or N

Are there any required student assessments?

☒ ☐

If yes, identify what these are: The language level of the tasks will align with the indicators of English language proficiency Level 3 as identified in the Alberta K-12 ESL Proficiency Benchmarks. Reporting of progress in this course occurs on the MHPSD K-9 Report Card in this Locally Developed Course and in the ELL English Language Proficiency course.