



Medicine Hat Public School Division

Junior High/Middle School Locally Developed Course Application

School Applying: CHHS	Application: Creation: ☐ Acquiring/Renewal: ☒
Course Name: ESL Beginner	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 Beginner English Language Development 7, 8, 9 will provide English Language Learners (ELLs) with the opportunity to build communicative competence with the English language to be successful in the school setting. This course, ESL Beginner English Language Development 7,8,9, provides English Language Learners (ELLs) with the opportunity to build communicative competence, the ability to understand and use language effectively in academic environments. Students build social and academic language skills through interaction with Programs of Study guided by student interest and need. English Language Learners (ELLs) at the beginning levels 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 1 and 2 students emphasizes elements of the English language within the context of who the learners are, their cultural background and their level of communicative competence.

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 beginner and high-beginner 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 citizens. There are certain characteristics that are typical of newcomers (Refer to ESL Language Proficiency Benchmarks—Learner Profiles). Beginner English language learners require additional support in English language development to access learning. 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. Developing communicative competence supports students to achieve success in school and become active and responsible citizens in their communities, society, and world. Guiding Questions: 1. How does the ability to demonstrate receptive and expressive language skills (listening, speaking, reading, writing) enable students to comprehend and communicate information and ideas related to school, community, and the world? 2. How does understanding and effectively applying English language functions (purposes), forms (grammar) and vocabulary through social language (Basic Interpersonal Communication Skills- BICS) and academic language (Cognitive Academic Language Proficiency- CALP) enable students to comprehend and communicate information and ideas related to school, community and the world?		
Guiding Questions and Learning Outcomes		
Describe unifying concepts embedded within learning outcomes and contextualize that knowledge for deeper understanding. Students will be able to use social language to: Uses courtesy questions and responses in short simple sentences using simple present tense, nouns and pronouns		



Uses appropriate phrases in simple sentences and routine questions with simple present tense, and time words
Uses appropriate phrases and short simple sentences using present or simple past tense, possessive pronouns and adjectives
Uses phrases and short simple sentences (affirmative, negative interrogative structures) and adjective
Uses short simple sentences using present tense, adjective for emotions, and pronouns.
Use language to engage in a variety of learning tasks
Uses simple sentences (affirmative, interrogative) and phrases using simple present tense, can, what, when, who, how.

Students will be able to use academic language to:

Relates events from a personal experience

Uses short simple sentences (affirmative, imperative common negative and interrogative structures) with a variety of present/past continuous and auxiliary verbs, prepositions and adverbs of time, and sequence words

Uses short simple sentences (affirmative, negative and interrogative structures) with a variety of present and past tense verbs, adverbs, conjunctions

Uses short simple sentences (affirmative, negative and interrogative structures) with a variety of present and past tense verbs, adjectives, comparatives, superlatives

Uses short simple sentences (affirmative, negative and interrogative structures) with a variety of present and past tense verbs, prepositions, nouns

Uses short simple sentences (affirmative, negative, interrogative structures) with a variety of present and past tense verbs, adjectives, nouns

Uses short simple sentences (affirmative, negative, interrogative, imperative structures) with a variety of present and past tense, adjectives, adverbs, proper nouns, words to describe actions

Uses short simple sentences (affirmative, negative, interrogative structures) with a variety of present and past tense, adjectives, proper nouns

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: Assessment practices in this course follow board policies. Ongoing language assessment in relation to the Alberta K-12 ESL Proficiency Benchmarks informs teaching and learning throughout this course