

Board Authorized Course Rubric

Course Name: Foundations of English Literacy: Oral
Language

Developed By: Rebecca Kandal

School: All Secondary Schools

Principal: Lynette Power

1. Course Title:

- Not the same as any other Ministry-developed courses
- Includes grade level 10, 11, 12 in the course name.

Comments:

2. Grade level:

- Reflects the appropriate level of instruction
- If part of a series of courses designed to address different aspects of a subject, it is reported as 11A, 11B, or 11C (ex. History 11A, History 11B, History 11C)

Comments:

3. Number of credits:

- Number of credits is indicated (1,2,3,4)
- Credit value accurately reflects the length and scope of the course
 - * Arts Ed 11 or ADST 11 course written to meet the Arts Ed/ADST graduation requirements may be 2 or 4 credits.

Comments:

4. Course Synopsis:

- Course synopsis accurately describes what a student will have gained as a result of completing the course

Comments:

5. Goals and Rationale:

- Everything in the goals section connects to the Big Ideas, Curricular Competencies, Content
- Identifies 4 to 8 goals
- Rationale is a brief statement that explains the area of learning and the importance of the learning to students and to society
- Rationale may also include connections to cross-curricular competencies and to other curricular areas

Comments:

6. Aboriginal Worldviews and Perspectives:

- A clear connection and integration of First Peoples Principles of Learning and Aboriginal content is present in the course

Comments:

7. Organizational Structure:

- Content, competencies, and big ideas are assessable, observable, and understood by students and parents
- Content (*know*): includes essential topics and knowledge taught in the course
 - does not significantly overlap new Ministry curriculum content
- Curricular Competencies (*do*): clearly connect to the skills, strategies, and processes that students will develop
 - may have some or all of the curricular competencies of a Ministry-developed course
- Big Ideas (*understand*): clearly outline the generalizations of important principles, and key concepts in the course
 - may share some or all of the Big Ideas of a Ministry-developed course(s)

Comments:

8. Recommended Instructional Component: makes clear the intent of the learning standards

- there is a direct connection between the content, curricular competencies, the big ideas and methods of instruction (examples from the course are provided for each strategy listed)
 - Appropriate balance of various learning standards
 - Variety of approaches, including both innovative and "tried and true"
 - Activities that draw from and build on prior learning
 - Various learning styles
 - Activities that are transferable to other contexts

Comments:

9. Recommended Assessment Component:

- involves a wide variety of methods or tools (examples are provided)
- measures competency acquisition
- evaluates students' progress toward meeting learning standards (know, understand, and do)
- is fair, transparent, meaningful and responsive
- is ongoing, timely, specific and embedded in day to day instruction



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- provides varied and multiple opportunities for learners to demonstrate learning
- communicates clearly to the learner where the student is, what they are working towards, and the ways that learning can be supported

Comments:

10. Learning Resources:

- Age appropriate
- Support learning standards
- Takes into account the needs of the learners
- Major learning resources are listed (teacher and student resources)

Comments:

Recommended as submitted:

- Yes
- No

Changes required before recommendation:

N/A

Rejected for the following reasons:

Recommended following required changes:

- Yes
- No

Date: April 30, 2024

Ashley Singh
Reviewer's Signature



Board Authorized Course Rubric



BAA Committee Chair's Signature

Date approved by the Board of Education:



Board/Authority Authorized Course: Foundations of English Literacy: Oral Language 10-12

School District/Independent School Authority Name: Abbotsford School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD34
Developed by: Rebecca Kandal	Date Developed: April 12, 2024
School Name: Developed at CORE for RJSS, WJM, ASSS	Principal's Name: Lynette Power
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
For Indigenous Focused Courses: Signature of local First Nation Representative granting approval of this course as an Indigenous-Focused graduation requirement:	
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: BAA Foundations of English Literacy: Oral Language	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 100
Course Code:	

Board/Authority Prerequisite(s): ELL level 1 or 2 designation.

Special Training, Facilities or Equipment Required:

- Students require access to technology (laptops or tablets)
- ELL trained teacher
- Teachers must attend training or ongoing professional development in foundational literacy instruction (in conjunction with Early Learning Helping Teachers)

- Teacher must have training or knowledge relevant to the literacy needs of SLIFE (students with interrupted or limited education)
- Must have SIOP (Sheltered Instruction Observation Protocol) training or take it in conjunction with teaching the course

Course Synopsis:

This course prepares students to learn in English by developing competency in listening and speaking skills. Through a focus on learner identity (“funds of knowledge”) and using knowledge of their home languages, students will explore elements of oral language in English that are relevant to their academic context and daily lives. This course is intended to increase student confidence and competence in English oral language and build the foundations for content acquisition in other subjects. The intention is to build English oral language development prior to engaging with concepts of reading and writing skills. By focusing on learner identity and leveraging their first language(s), students will be able to explore elements of oral language in English that are relevant to their academic context and daily lives. The use of Indigenous resources around identity and oral storytelling can be used to bridge connections between the Newcomer/Refugee experience and that of Indigenous peoples of Canada. These courses are intended to increase student's confidence and competence in English language production, thereby laying a solid foundation for content acquisition in other subjects.

Goals and Rationale:

This course strives to have students achieve the following:

- Understand the context and norms of learning and social environments in BC
- Describe personal and cultural identity in relation to cultural norms in BC, including Indigenous cultures and cultural practices
- Develop foundational oral English skills
- Use oral English to support literacy development
- Appropriately use (digital) tools to transition from using their home language to production in English

Aboriginal Worldviews and Perspectives:

- ∕ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- ∕ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- ∕ Learning is embedded in memory, history, and story.
- ∕ Learning requires exploration of one’s identity.

Course Name: BAA Foundations of English Literacy: Oral Language
Grade: 10-12

BIG IDEAS

[Stories](#) and [texts](#) help us learn and connect with others about ourselves, our families, and our communities.

[Stories](#) and [texts](#) can be shared through pictures and oral language.

Everyone has a unique [story](#) to share.

Playing with language through listening and speaking, helps us discover how language works.

Healthy communities recognize and respect the diversity of individuals and community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Inquire, reflect, and combine background and new knowledge</p> <ul style="list-style-type: none"> • Use sources of information and prior knowledge to make meaning • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Exchange ideas and perspectives to build shared understanding • Create stories and other texts to deepen awareness of self, family, and community • Explore different perspectives on people, places, issues, or events in their lives (perspective) • Understand Indigenous history in relation personal history. <p>Create and communicate (speaking, representing)</p>	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • vocabulary to talk about texts • Ethical guidelines for the use of translation <p>Strategies and processes</p> <ul style="list-style-type: none"> • comprehension strategies • oral language strategies • metacognitive strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • print awareness • phonemic and phonological awareness

- Use developmentally appropriate [listening, and viewing strategies](#) to make meaning
- Use [foundational concepts of print, oral, and visual texts](#)
- [Engage actively as listeners, viewers, and readers](#) of visual text and oral language, to develop understanding of self, identity, and community
- Identify, organize, and present ideas in a variety of forms
- Plan and create a variety of [communication forms](#) for different purposes and audiences
- Explore [oral storytelling processes](#)
- [Explain the significance of personal or local events, objects, people, or places](#) (significance)
- [Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same](#) (continuity and change)
- Use mathematical vocabulary and language to contribute to mathematical discussions.
- Use (digital) tools to move between languages (L1) and English to maximize learning

- [letter formation awareness](#)
- [sentence structure](#)
- formal and informal oral language

Personal and Social Identity

- [characteristics of the local community that provide organization and meet the needs of the community](#)
- [diverse cultures, backgrounds, and perspectives within the local and other communities](#)
- [roles, rights, and responsibilities in the local community](#)
- [key events and developments in the local community, and in local First Peoples communities](#)
- Indigenous history and settler colonialism

Academic Preparedness

- [financial literacy](#) — values of coins, and monetary exchanges
- time management and language about time
- budgeting personal finances – financial life vocabulary
- justify a statement using appropriate evidence
- describe a strategy for problem solving (beyond “First I did this, then this...”. Focusing on the “why” rather than the “what”)

- Ethical guidelines for the use of translation:
 - for accessing Indigenous stories, the translation must be in the moment and not a permanent record
 - Translation tools cannot be used to create work that is meant to be produced by the student in English
- Indigenous history and settler colonialism
 - Changes to Indigenous life and cultures before and during colonization
 - The role of settlers in colonialism
 - Settler allyship and responsibility in truth and reconciliation
- formal and informal oral language
 - Oral language register differs based on the audience (eg. Employer, teacher, peer)
- Comprehension strategies
 - using illustrations, visuals, realia (newspapers, advertisements, menus, flyers) from a variety of non-fiction and prior knowledge from a variety of fiction and non-fiction texts to predict meaning
 - using knowledge of L1, questioning and reflecting to comprehend unfamiliar concepts.
- Literary elements and devices
 - Simile, metaphor, and hyperbole

Recommended Instructional Components:

- **Direct Instruction** (*is instructor-directed. It is useful for providing information or developing step-by-step skills. Some examples are lecture, questioning, explicit teaching and demonstrations.*)
- **Indirect Instruction** (*is mainly learner-driven with the teacher becoming a facilitator, supporter and resource person. Some examples of indirect instruction are problem-solving, case studies, close activities, reading for meaning, reflective discussion and concept mapping*).
- **Experiential Learning** (*is learner-focused and activity-oriented. Experiential learning requires learners to reflect about the experience and ways to apply it to other contexts. Some examples of experiential learning are field trips, simulations, experiments, games, role-playing, model building using authentic workplace materials, job placements and surveys.*)
- **Independent Study** (*involves the learners studying on their own under the guidance or supervision of an instructor. Examples include essay research and writing, computer-assisted instruction, journals and packaged learning materials.*)
- **Interactive Instruction** (*relies heavily on discussion and sharing. Examples include: debates, role-playing, simulations, brainstorming, peer learning, discussion and cooperative learning.*)
- **Inquiry-based Learning** (*Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners.*)
- **Reflective learning:** (*is the intentional consideration of an experience in light of particular learning objectives. Some examples are: Personal Journals, Dialogue Journals, Double-entry Journals, Free Association Brainstorming, Class Discussion.*) BAA Course Framework Template
- **Visuals and home language literacy connections – using translation and visuals to make meaning of new and unfamiliar vocabulary**

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Unit	Content	Curricular Competencies (or Competency)	Success Criteria (<i>should reflect the big idea, curricular competencies and the content</i>)	Assessment Type (<i>what evidence of learning will you collect?</i>)
Hearing and producing sounds	Print awareness Phonemic and phonological awareness Formal and informal oral language	Use sources of information and prior knowledge to make meaning Use foundational concepts of print, oral, and visual texts Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same	Demonstrate the use of prior knowledge in comprehension Demonstrate comprehension through oral language and visual text Use “first, then, next” language to orally describe sequences of events	Digital recordings to monitor and adjust oral communication
Active comprehension	Sentence structure Comprehension strategies Oral language strategies Metacognitive strategies Elements of a story	Use personal experience and knowledge to connect to stories and other texts to make meaning Use developmentally appropriate listening and viewing strategies to make meaning Engage actively as listeners, viewers, and readers of visual text and oral language to develop understanding of self, identity, and community	Use simple sentences to describe personal connections to stories Demonstrate listening and viewing strategies for comprehension Produce oral stories that follow the elements of a story	Listening “labs” - students listen and demonstrate comprehension

<p>Self-expression and storytelling</p>	<p>Justify a statement using appropriate evidence</p> <p>Vocabulary to talk about texts</p> <p>Literary elements and devices</p> <p>Diverse cultures, backgrounds, and perspectives</p>	<p>Recognize the importance of story in personal, family, and community identity</p> <p>Create stories and other texts to deepen awareness of self, family, and community</p> <p>Explore the oral storytelling process</p> <p>Explain the significance of personal or local events, objects, people, or places</p>	<p>See competencies</p>	<p>Oral presentation or recording of self to demonstrate elements of story: beginning, middle and end</p> <p>Use storytelling to demonstrate one's identity.</p>
<p>Social Preparedness</p>	<p>Characteristics of the local community that provide organization and meet the needs of the community</p> <p>Roles, rights, and responsibilities in the local community</p> <p>Indigenous history and settler colonialism</p> <p>Financial life vocabulary</p> <p>Financial literacy</p>	<p>Exchange ideas and perspectives to build shared understanding</p> <p>Explore different perspectives on people, places, issues, or events in their lives</p> <p>Understand Indigenous history in relation to personal history</p> <p>Use mathematical vocabulary and language to contribute to mathematical discussions</p>	<p>See competencies</p>	<p>Students can converse using basic interpersonal skills and begin to use some academic (school) vocabulary.</p>
<p>Academic preparedness</p>	<p>Writing processes</p> <p>Letter formation</p> <p>Ethical guidelines for the use of translations</p>	<p>Identify, organize, and present ideas in a variety of forms</p> <p>Plan and create a variety of communication forms for different purposes and audiences</p>	<p>See competencies</p>	<p>Digital portfolios with a variety of forms: social and formal register (communication)</p>

	Time management and language about time Describe a strategy for problem-solving	Use (digital) tools to move between languages (L1) and English to maximize learning		
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Learning Resources:

Indigenous Resources: Available through the Ray and Millie Silver Community Indigenous Library

- Indigenous Storywork: Educating the Heart, mind, body and spirit, Jo-an Archibald
- How the Coho got his Hooked Nose (comparatives to immigration stories, notion of “journey”, stories can be expressed in multiple forms: written, visual, as artifacts).
- Identity-based multi-media art project (Lesson plan written by Ali Donnelly, Art Educator, SD#79)
- The Mischievous Cubs,
- I Lost My Talk
- Native Literature in English, edited by Daniel David Moses & Terry Goldie (exploration of identity through poetry)
- Oral Language Storytelling Grs 10-12

Phonological and Phonemic Awareness:

- Primary Heggerty (Kindergarten and Grade 1)
- Bridging the Gap (Heggerty) Intervention for Phonemic awareness
- Equipped for Reading Success, David A. Kilpatrick

Instructional Resources:

- Students using home language (L1) to maximize learning of content and target language.
- Cummins – Identity Texts and Multilingual Learners
- BookCreator – teacher and student resources to create identity texts
- UDL for Multilingual Learners
- Community partners (Archway) walking field trips to library, grocery stores, police, hospital – Who and what is in the community.
- Logic of English – print and online resources for phonological awareness, spelling rules and application
- Long Term Success for Experienced Multilingual Students – Tan Huynh, Beth Skelton
- EL Excellence – Tonya Ward Singer

Additional Information:

Target language –the language the student is learning and typically the language of school instruction: English

L1 – A learner's home language.

L2 – The target language a learner is acquiring.