



**Locally Developed Courses**

# **ESL Introduction to Canadian Studies**

For the 2023-2024 School Year

# Introduction to the ESL Introduction to Canadian Studies Course Sequence

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*Subject: Social Studies - Discipline: General Social Studies*

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ESL Introduction to Canadian Studies sequence provides English Language Learners (ELLs) with the opportunity to build communicative competence with the English language while examining the evolving nature of Canadian citizenship and identity.

- **Communicative Competence** - Communicative competence is the ability to achieve communicative goals in a socially appropriate manner (Kiehl C, Fabry G., 2021). It encompasses language proficiency as well as the capacity to select and apply communication and social skills, including verbal and non-verbal behaviours, that are appropriate to the context. Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. Learn Alberta offers an explanation about how 4 areas contribute to communicative competence.
- **Linguistic Competency** - Understanding and using: vocabulary; language conventions (grammar, punctuation, spelling); syntax (sentence structure)
- **Strategic Competency** - Using techniques to overcome language gaps; plan and assess the effectiveness of communication; achieve conversational fluency; modify text for audience and purpose
- **Socio-Linguistic Competency** - Being aware of the social rules of language (e.g., formality, politeness, directness); non-verbal behaviours; cultural references (e.g., idioms, expressions, background knowledge)
- **Discourse** - Understanding how ideas are connected by patterns of organization; cohesive and transitional devices
- Additionally, each language strand has a specific competency: Language – auditory discrimination; Speaking – pronunciation; Reading – fluency; Writing - editing

The English Language Development (ELD) framework (Dutro & Moran, 2003) provides a pedagogical structure to support the development of communicative competence within content area learning. Explicit language instruction based on the function (purpose) of language in the lesson or task serves as the foundation of this instructional approach. Linguistic functions are often identified through the learning outcomes of the course (e.g., describe, analyze, persuade). Vocabulary (subject-specific, academic and general) and forms (grammar, sentence structures, and text organization) required to communicate these functions are explicitly taught and practiced in meaningful and authentic learning experiences to develop fluency in usage.

The ELD framework is applied to intellectually engaging tasks that are situated within a broader instructional approach of personalized learning and cultural responsiveness. ELD is comprised of the following components

- **Explicit language instruction:** targeting the communicative competencies outlined in the Draft Alberta K-12 English as an Additional Language (EAL) Proficiency Benchmarks (Benchmarks 2.0); focusing on the language function, vocabulary, and forms necessary to access the content objective/task demands and provides practice and ongoing language-specific feedback to build fluency.
- **Frontloading** challenging vocabulary and linguistic structures to render content understandable
- **Capitalizing** on the teachable language learning moments.
- **Ongoing language assessment** based on the Draft Alberta K-12 English as an Additional Language (EAL) Proficiency Benchmarks (Benchmarks 2.0) that inform next steps in teaching and learning.

## Student Need

### Adjusting Scaffolds for On-going Language Development

ELLs may face language and content related challenges due to limited background knowledge. For example, they may not be familiar with or have the language to understand Canadian culture, history or geography. Explicit instruction and scaffolding will be required for students to engage in typical language structures within social studies, such as debates and essays. As students gain academic language fluency, instruction and scaffolds are adjusted accordingly. For example, a beginner ELL may rely strongly on visuals, realia, and first language translation, whereas an intermediate ELL can use familiar English synonyms. As language proficiency increases, inaccuracies in receptive and productive decrease, reducing the need for scaffolding.

### Academic Language

Academic language is the language used to engage with programs of study. Explicit instruction in academic language benefits all learners, both ELLs and native English speakers. Students who acquire a high level of proficiency in academic language experience greater success in school and beyond. Proficiency in academic language requires students to comprehend and produce increasingly complex: vocabulary (words and their meaning), syntax (word order and sentence structure) and discourse (using cohesive devices to connect and organize ideas). Students will use their growing proficiency with language functions, forms and vocabulary to engage with and examine a range of academic and content-specific materials to understand and produce a variety of texts and types of oral communication. Offering both ESL Introduction to Canadian Studies 15 and 25 provides students with the opportunity to engage in learning at the most appropriate level. Some students, for example, will require both courses to adequately prepare for further social studies programming, while students with higher language proficiency may enroll only in the 25-level course.

### Assessment

Ongoing formative language assessment in relation to Draft Alberta K-12 English as an Additional Language (EAL) Proficiency Benchmarks (Benchmarks 2.0) that informs teaching and learning via social studies content and processes. Summative assessments are best generated through a variety of sources embedding multiple language strands within social studies content and processes. For optimal learning, it is important to ensure that single strands are not developed or assessed in isolation.

# Courses in the ESL Introduction to Canadian Studies Course Sequence

## ESL Introduction to Canadian Studies 15 (LDC1212)

ESL Introduction to Canadian Studies 15 is intended to meet the needs of Beginner 1, Beginner 2 and Intermediate 1 students who would benefit from explicit instruction, scaffolded learning opportunities and additional time to acquire English language competencies and social studies content and processes. These courses support ELLs who are attempting to catch up to a moving target, namely, native speakers of English whose academic language and literacy skills are increasing significantly from one grade level to the next (Cummins, 2012).

Language learning outcomes are derived directly from the Draft Alberta K-12 English as an Additional Language (EAL) Proficiency Benchmarks (Benchmarks 2.0). Social Studies concepts and process focus on Canada's geographic, economic, social and political contexts in alignment with Alberta Education's Social Studies Programs of Study.

| No required facilities.

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2023-2024	2026-2027

## ESL Introduction to Canadian Studies 25 (LDC2212)

ESL Introduction to Canadian Studies 25 is intended to meet the needs of Beginner 1, Beginner 2 and Intermediate 1 students who would benefit from explicit instruction, scaffolded learning opportunities and additional time to acquire English language competencies and social studies content and processes.

NOTE: The typical progression (prerequisites) for this course sequence is the 15 course followed by the 25 level course. For English as and Additional Language (EAL) students whose needs are better met through the 25 level course may be placed in the 25 level course. (The principal will record the student as “waived” into the 25 level course in PASI, but waived prerequisite credits are not available for EAL students places in higher level ESL courses.)

| No required facilities.

Prerequisites:

- All of the following:
  - ESL Introduction to Canadian Studies 15 (LDC1212)

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
5	2023-2024	2026-2027

## Curriculum Outline

Curriculum Elements		ESL Intro Canadian 15-5	ESL Intro Canadian 25-5
1	<b>Topic</b> Language Proficiency	✓	✓
1.1	<b>General Outcome</b> How does the development of and ability to demonstrate receptive and productive/expressive - speaking and writing - language skills enable students to comprehend information and ideas related to course content?	✓	✓
1.1.1	<b>Specific Outcome</b> Beginner 1 – Vocabulary   with visual support and gestures, express feelings/preferences, respond to factual/literal questions on familiar topics and follow simple commands by recognizing and using a few high frequency utility, descriptive, subject-specific and instructional words; uses familiar phrases and substitutes words in simple patterned sentences.	✓	
1.1.2	<b>Specific Outcome</b> Beginner 2 – Vocabulary   on familiar topics, express ideas/preferences, ask and respond to questions and commands orally and in writing by recognizing and using a limited range of high frequency utility, descriptive, subject-specific, and instructional words	✓	✓
1.1.3	<b>Specific Outcome</b> Intermediate 1 – Vocabulary   state opinions, ask and respond to questions orally and in writing by recognizing and using a range of common utility, descriptive, subject-specific, inter-disciplinary and instructional words, some with multiple meanings		✓
1.1.4	<b>Specific Outcome</b> Beginner 1 – Sentence Structure   demonstrate understanding of familiar phrases, simple patterned sentences, questions and commands by responding appropriately.	✓	
1.1.5	<b>Specific Outcome</b> Beginner 1 – Sentence Structure – express ideas/preferences, make statements give commands or ask questions using familiar phrases and substituting words in patterned sentences, phrases, or questions orally and in writing.	✓	
1.1.6	<b>Specific Outcome</b> Beginner 2 – Sentence Structure   demonstrate understanding of simple sentences, questions and commands and simple compound sentences by responding appropriately	✓	✓
1.1.7	<b>Specific Outcome</b> Beginner 2 – Sentence Structure   express ideas/preferences, make statements, give commands or ask questions in writing using simple, patterned sentence structures and simple compound sentences; begins to use complex sentences in structured texts; uses graphic organizers, templates and word banks.	✓	✓
1.1.8	<b>Specific Outcome</b> Intermediate 1 – Sentence Structure   demonstrate understanding of structured compound and complex sentences used orally by responding appropriately.		✓

Curriculum Elements		ESL Intro Canadian 15-5	ESL Intro Canadian 25-5
1.1.9	<b>Specific Outcome</b> Intermediate 1 – Sentence Structure   demonstrate understanding of main ideas, supporting details, facts and opinions on familiar topics in written texts by responding appropriately; navigates digital platforms.		✓
1.1.10	<b>Specific Outcome</b> Intermediate 1 – Sentence Structure   elaborate ideas orally by adding detail to compound and complex statements, questions and commands.		✓
1.1.11	<b>Specific Outcome</b> Intermediate 1 – Sentence Structure   create structured, connected written paragraphs using a variety of compound and complex sentences; uses graphic organizers and templates.		✓
1.1.12	<b>Specific Outcome</b> Beginner 1 – Cohesive Devices   demonstrate understanding of familiar instructions and the gist of oral discussions/presentations on familiar topics that contain a few high frequency connector words and time, place or sequence markers by responding appropriately.	✓	
1.1.13	<b>Specific Outcome</b> Beginner 1 – Cohesive Devices   connect, compare, locate and organize ideas orally by using phrases and simple sentences with a few high frequency connector words and time, place or sequence markers.	✓	
1.1.14	<b>Specific Outcome</b> Beginner 1 – Cohesive Devices   demonstrate understanding of simple narratives and descriptive texts with a few high frequency connector words and time, place or sequence markers by responding appropriately.	✓	
1.1.15	<b>Specific Outcome</b> Beginner 1 – Cohesive Devices   with visual support, connect, organize, locate and compare ideas in simple written sentences using a few high frequency connector words time markers place markers and sequence markers	✓	
1.1.16	<b>Specific Outcome</b> Beginner 2 – Cohesive Devices   demonstrate understanding of oral instructions and discussions / explanations with some detail that make comparisons or show cause and effect using a limited range of common connector words, time, place or sequence markers by responding appropriately.	✓	✓
1.1.17	<b>Specific Outcome</b> Beginner 2 – Cohesive Devices   describe or explain ideas, ask questions, make comparisons and show cause and effect orally using a limited range of common connector words, time, place or sequence markers.	✓	✓
1.1.18	<b>Specific Outcome</b> Beginner 2 – Cohesive Devices   demonstrate understanding of simple explanations and procedural texts with a limited range of common connector words, time, place or sequence markers by responding appropriately orally or in writing.	✓	✓

Curriculum Elements		ESL Intro Canadian 15-5	ESL Intro Canadian 25-5
1.1.19	<b>Specific Outcome</b> Beginner 2 – Cohesive Devices   explain and describe ideas in writing using common connector words time markers, place markers and sequence markers	✓	✓
1.1.20	<b>Specific Outcome</b> Intermediate 1 – Cohesive Devices   demonstrate understanding of explanations, examples and opinions expressed orally and containing many common cohesive devices, by responding appropriately.		✓
1.1.21	<b>Specific Outcome</b> Intermediate 1 – Cohesive Devices   explain ideas, express opinions, or provide examples orally using many common and specific cohesive devices.		✓
1.1.22	<b>Specific Outcome</b> Intermediate 1 – Cohesive Devices   demonstrate understanding of written academic explanations and opinions, with examples, containing many common cohesive devices by responding appropriately		✓
1.1.23	<b>Specific Outcome</b> Intermediate 1 – Cohesive Devices   explain ideas, express opinions, or provide examples in writing using many common and specific cohesive devices		✓
2	<b>Topic</b> Canada's Present	✓	✓
2.1	<b>General Outcome</b> How does a strong understanding of Canada's contemporary geographic, economic, social and political context enable students to become active and responsible citizens, engaged in the democratic process, and affect change in their communities, society and world?	✓	✓
2.1.1	<b>Specific Outcome</b> Geography: develop and effectively use a variety of geographic tools to interpret the unique attributes of Canada's geography	✓	✓
2.1.2	<b>Specific Outcome</b> Geography: evaluate the impact of Canada's geography in shaping Canadian identity.	✓	✓
2.1.3	<b>Specific Outcome</b> Geography: interpret, analyze, and create a variety of thematic maps which explore economic, social and/or political issues of importance to Canadian identity		✓
2.1.4	<b>Specific Outcome</b> Geography: identify and describe common ways that individuals in different regions show care for and adapt to the environment		✓
2.1.5	<b>Specific Outcome</b> Economics: identify and describe the economic foundations of Canada including natural resources and manufacturing.	✓	

Curriculum Elements		ESL Intro Canadian 15-5	ESL Intro Canadian 25-5
2.1.6	<b>Specific Outcome</b> Economics: describe the relationship between Canada's economy and quality of life in the diverse regions.		✓
2.1.7	<b>Specific Outcome</b> Economics: describe and evaluate the relationship between Canada and its trading partners; placing a focus on current trade partnerships and agreements.		✓
2.1.8	<b>Specific Outcome</b> Society: identify and describe traditions, pastimes, and symbols of Canadian identity as well as elements of Canadian pluralism represented in the school, community and/or country.	✓	✓
2.1.9	<b>Specific Outcome</b> Society: outline the demographic similarities and differences of Canadians living in different provinces and territories and/or in other countries.	✓	✓
2.1.10	<b>Specific Outcome</b> Society: analyze the impact of pluralism, multiculturalism and immigration on individual and collective Canadian identity.		✓
2.1.11	<b>Specific Outcome</b> Politics: describe the structure and functions of the federal government	✓	✓
2.1.12	<b>Specific Outcome</b> Politics: identify and interpret the rights and responsibilities of Canadian citizenship	✓	✓
2.1.13	<b>Specific Outcome</b> Politics: explain the significance of important constitutional documents to Canadian citizenship and identity		✓
3	<b>Topic</b> Canada's Past	✓	✓
3.1	<b>General Outcome</b> How have geographic, economic, social and political factors shaped the lives of individuals and groups living in Canada throughout history?	✓	✓
3.1.1	<b>Specific Outcome</b> Geography: identify and explain changes to the political boundaries of Canada over time	✓	
3.1.2	<b>Specific Outcome</b> Geography: identify and explain key events in Canada's history that changed the geographical boundaries of Canada		✓
3.1.3	<b>Specific Outcome</b> Economics: identify and explore reasons for the exploration and settlement of Canada.		✓



Curriculum Elements		ESL Intro Canadian 15-5	ESL Intro Canadian 25-5
3.1.4	<b>Specific Outcome</b> Economics: - analyze key events in Canada's history that changed Canada's economy	✓	✓
3.1.5	<b>Specific Outcome</b> Society: describe the ways of life of Indigenous peoples prior to European contact.		✓
3.1.6	<b>Specific Outcome</b> Society: identify and explain key events in Canada's history that changed social aspects of Canada and influenced Canadian identity	✓	
3.1.7	<b>Specific Outcome</b> Society: analyze the presence and influence of diverse groups on Canada's development of a nation.	✓	
3.1.8	<b>Specific Outcome</b> Politics: identify and explain key events in Canada's history that changed the way different groups/regions governed themselves		✓
3.1.9	<b>Specific Outcome</b> Politics: analyze the experiences of diverse groups and individuals in Canada and the policies that have developed as a result	✓	
4	<b>Topic</b> Canada's Future		✓
4.1	<b>General Outcome</b> What roles and responsibilities do people living in Canada have, geographically, economically, socially and politically, in shaping the future of Canada, so that all individuals and groups can thrive and succeed?		✓
4.1.1	<b>Specific Outcome</b> Geography: Predict how potential shifts in Canada's current political boundaries may impact individuals and groups living in Canada		✓
4.1.2	<b>Specific Outcome</b> Economics: Predict how potential shifts from a resource dependent economy to a green economy		✓
4.1.3	<b>Specific Outcome</b> Society: Predict how potential shifts and trends that could occur to Canada's pluralistic society may impact individuals and groups living in Canada.		✓
4.1.4	<b>Specific Outcome</b> Politics: Predict how potential shifts in Canada's government structures and functions may impact individuals and groups living in Canada.		✓

## Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Social Studies (GED)	The learning outcomes overlap with some of the topics in Grade 7 and 9 Social Studies related to Canadian history, geography and government. Students enrolled in ESL Introduction to Canadian Studies 15 and 25 are generally newcomers to Canada and would likely not have experienced learning Social Studies in junior high school.
	The language skills and social studies conceptual understandings acquired in ESL Introduction to Canadian Studies 15 and 25 bridge the gap for ELLs and form the foundation for success in future social studies courses. Once language and conceptual bases have been established through these courses, students will be able to enroll in further Alberta Education Social Studies Programs of Study. ELLs will continue to benefit from differentiated instruction focused on academic language development.