Locally Developed Courses

ESL Expository English

For the 2024-2025 School Year

Introduction to the ESL Expository English Course Sequence

Subject: Languages - Discipline: English as a Second Language

In ESL Expository English; language outcomes are derived directly from Alberta K-12 ESL proficiency Benchmarks (1.0), Grades 10-12.

Students will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will also engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures. Students will learn the functions (purpose for language) and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, print, and multi-media communication, working from the single to multi paragraph levels of personal and academic writing in ESL Expository English Level 1 15 and moving to formal subject-related essay writing in ESL Expository English Level 2 15. These skills will also benefit them as citizens in school, the workplace, the broader community, and the world as they become more informed and able to express themselves more effectively in a formal manner.

Student Need

Learning an additional language takes time. Moreover, success in high school is dependent upon a certain facility, fluency, and competence with academic English. English language learners who are still learning foundational English skills and building their academic language skills face language-related barriers to achievement in high school courses. Some barriers may include the extensive use of high-level vocabulary (e.g., technical terms, idiomatic expressions, homonyms and synonyms, and words with multiple meanings); increasingly complex grammar, sentence structures (syntax) and organizational structures (discourse); and greater demand for a variety of formal, detailed, well-organized, well-supported writing. ESL Expository English supports students who are attempting to catch up to a moving target, namely, to native-speakers of English whose academic language and literacy skills are continuing to increase significantly from one grade level to the next.

Courses in the ESL Expository English Course Sequence

ESL Expository English Level 1 15 (LDC1271)

Students will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will also engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures. Students will learn the functions (purpose for language) and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, print, and multi-media communication, working from the single to multi paragraph levels of personal and academic writing in ESL Expository English Level 1 15 and moving to formal subject-related essay writing in ESL Expository English Level 2 15. These skills will also benefit them as citizens in school, the workplace, the broader community, and the world as they become more informed and able to express themselves more effectively in a formal manner.

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	2024-2025	2027-2028

ESL Expository English Level 2 15 (LDC1276)

Students will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will also engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures. Students will learn the functions (purpose for language) and forms (grammatical structures) of expository academic English. They will demonstrate their knowledge through increasingly fluent, accurate, and logical oral, visual, print, and multi-media communication, working from the single to multi paragraph levels of personal and academic writing in ESL Expository English Level 1 15 and moving to formal subject-related essay writing in ESL Expository English Level 2 15. These skills will also benefit them as citizens in school, the workplace, the broader community, and the world as they become more informed and able to express themselves more effectively in a formal manner.

None

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	2024-2025	2027-2028

Curriculum Outline

Curriculum Elements			ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
1	**Topic** Receptive Language Skills		✓	✓
1.1	**General Outcome** How does development of receptive language skills of listening and reading enable students to comprehend information and ideas presented in diverse oral, visual, print, and multi-media expository texts?		✓	✓
1.1.1	**Specific Outcome** LP3 – Linguistic Vocabulary | L – Understand a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, academic words and words with multiple meanings.			✓
1.1.2	**Specific Outcome** LP3 – Linguistic Vocabulary | R – Understand a range of words, approximately 25,000, through contextual cues.			✓
1.1.3	**Specific Outcome** LP4 – Linguistic Vocabulary | L – Understand a greater range of words, approximately 40,000, including synonyms, antonyms, adjectives, adverbs, and words with multiple meanings related to academic topics.		✓	
1.1.4	**Specific Outcome** LP4 – Linguistic Vocabulary | R – Understand a greater range of words, approximately 40,000, including word analysis.		✓	
1.1.5	**Specific Outcome** **LP3 – Linguistic Syntax | L – Understand** compound sentences and complex sentences in unfamiliar contexts			✓
1.1.6	**Specific Outcome** LP3 – Linguistic Syntax | R – Understand complex sentences containing subordinate clauses, relative clauses and conditional clauses.			✓
1.1.7	**Specific Outcome** LP4 – Linguistic Syntax | L – Understand compound-complex sentences, conditional sentences, and a variety of sentence structures.		✓	
1.1.8	**Specific Outcome** LP4 – Linguistic Syntax | R – Understand a range of sentence structures containing various types of phrases and clauses.		✓	

Curriculum Elements		ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
1.1.9	**Specific Outcome** LP3 – Strategic Questioning | L – Respond to hypothetical questions.		✓
1.1.10	**Specific Outcome** **LP3 – Strategic Decoding | R – Decode** root words, prefixes, suffixes and vowel digraphs.		✓
1.1.11	**Specific Outcome** LP3 – Strategic Clarification | L – Seek clarification by asking questions.		✓
1.1.12	**Specific Outcome** LP3 – Strategic Comprehension | R – Use predicting, inferencing, contextual cues, and/or affix analysis to understand texts on unfamiliar topics.		✓
1.1.13	**Specific Outcome** LP4 – Strategic Questioning | L – Respond to inferential questions and implied meaning of questions.	✓	
1.1.14	**Specific Outcome** **LP4 – Strategic Decoding | R – Decode** multi-syllabic words and complex letter combinations.	✓	
1.1.15	**Specific Outcome** LP4 – Strategic Clarification| L – Seek additional information by asking specific questions.	✓	
1.1.16	**Specific Outcome** LP4 – Strategic Comprehension | R – Use synthesizing, summarizing, drawing conclusions, contextual cues, and word analysis to understand a variety of texts on unfamiliar topics	✓	
1.1.17	**Specific Outcome** LP3 – Socio-Linguistic | L – Respond appropriately to slang, humour, common idioms and common social expressions. Recognize register, intonation in a variety of contexts.		✓
1.1.18	**Specific Outcome** LP3 – Socio-Linguistic | R – Understand explicit social references, explicit cultural references and figurative language in a variety of expository texts.		✓
1.1.19	**Specific Outcome** LP4 – Socio-Linguistic | L – Respond appropriately to a broad range of idiomatic expressions, slang, sarcasm, and innuendo indicated by subtle changes in tone, volume, speed, and/or intonation.	✓	
1.1.20	**Specific Outcome** LP4 – Socio-Linguistic | R – Understand implied meaning of social references, cultural references, and figurative language in context.	✓	

Curriculum Elements		ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
1.1.21	**Specific Outcome** LP3 – Discourse | L – Understand main ideas, examples, clauses in detailed paragraphs connected with common cohesive devices in academic explanations.		✓
1.1.22	**Specific Outcome** LP3 – Discourse | R – Understand ideas in related paragraphs connected with cohesive devices indicating comparison and contrast; transition words.		✓
1.1.23	**Specific Outcome** LP4 – Discourse | L – Understand main ideas, supporting details, and related paragraphs connected with a variety of cohesive devices and transition words in academic texts.	✓	
1.1.24	**Specific Outcome** LP4 – Discourse | R – Understand ideas in extended texts connected with a range of cohesive devices and a range of transition words.	✓	
1.1.25	**Specific Outcome** LP3 – Auditory Discrimination | L – Understand rapid speech on familiar topics.		✓
1.1.26	**Specific Outcome** LP4 – Auditory Discrimination | L – Understand rapid speech on familiar and unfamiliar topics.	✓	
1.1.27	**Specific Outcome** LP3 – Fluency | R – Read increasingly with expression and attention to common punctuation; meaningful word substitutions.		✓
1.1.28	**Specific Outcome** LP4 – Fluency | R – Read consistently with expression and attention to most punctuation; with self-correction, as required.	✓	
2	**Topic** Expressive Language Skills	✓	✓
2.1	**General Outcome** Expressive Language: How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to diverse oral, visual, print, and multi-media expository texts?	✓	✓
2.1.1	**Specific Outcome** LP3 – Linguistic Vocabulary | S – Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, and academic words to comment, state opinions, clarify, and express agreement or disagreement.		✓

Curriculum Elements		ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
2.1.2	**Specific Outcome** LP3 – Linguistic Vocabulary | W – Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words, and academic words.		✓
2.1.3	**Specific Outcome** LP4 – Linguistic Vocabulary | S – Select from a greater range of words, approximately 40,000, including utility words, descriptive words, subject-specific words, academic words, and words with multiple meanings to discuss topics, state opinions, inquire, and persuade.	✓	
2.1.4	**Specific Outcome** LP4 – Linguistic Vocabulary | W – Select from a greater range of words, approximately 40,000, including utility words, descriptive words, subject-specific words, academic words, and words with multiple meanings.	✓	
2.1.5	**Specific Outcome** LP3 – Linguistic Grammar | S – Use negatives, noun phrases, adjective phrases, irregular plurals, possessives, prepositions, and verbs in future continuous and irregular past tenses with some usage errors.		✓
2.1.6	**Specific Outcome** LP3 – Linguistic Grammar | W – Use negatives, irregular plurals, object pronouns, prepositions, regular verbs in past and future continuous tenses, and irregular verbs in past and future continuous tenses with occasional errors.		✓
2.1.7	**Specific Outcome** LP4 – Linguistic Grammar | S – Use phrasal expressions, conditional structures, a range of past, present, future, and perfect tenses in active and passive voice with occasional errors.	✓	
2.1.8	**Specific Outcome** LP4 – Linguistic Grammar | W – Use phrasal expressions, conditional structures, and a range of past, present, future, and perfect tenses in active and passive voice with increasing accuracy.	✓	
2.1.9	**Specific Outcome** LP3 – Linguistic Syntax | S – Add detail to affirmative and negative statements, questions, and commands.		✓
2.1.10	**Specific Outcome** LP3 – Linguistic Syntax | W – Write a variety of compound sentences and complex sentences.		✓
2.1.11	**Specific Outcome** LP4 – Linguistic Syntax | S – Use compound sentence structures, complex sentence structures, and conditional sentence structures.	✓	

Curriculum Elements		ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
2.1.12	**Specific Outcome** LP4 – Linguistic Syntax | W – Use phrasal expressions, conditional structures, a range of past, present, future and perfect tenses in active and passive voice with increasing accuracy.	✓	
2.1.13	**Specific Outcome** LP3 – Strategic | S – Use circumlocution and clarifying questions.		✓
2.1.14	**Specific Outcome** LP3 – Strategic | W – Use circumlocution, word substitution, format samples, visual dictionary, bilingual dictionary, and punctuation modelled in books to add descriptions to writing, make better word choices, confirm spelling and improve accuracy of punctuation.		✓
2.1.15	**Specific Outcome** LP4 – Strategic | S – Use a variety of techniques, such as elaborating, commenting, restating, and questioning.	✓	
2.1.16	**Specific Outcome** LP4 – Strategic | W – Use planning tools, English dictionaries, thesaurus, and grammar reference to confirm spelling, confirm meaning of words, make more effective word choices, and use correct punctuation.	✓	
2.1.17	**Specific Outcome** LP3 – Socio-Linguistic | S – Use expressions, idioms, and common social references in appropriate contexts.		✓
2.1.18	**Specific Outcome** LP3 – Socio-Linguistic | W – Produce expository texts and narrative texts using knowledge of culturally appropriate forms and styles.		✓
2.1.19	**Specific Outcome** LP4 – Socio-Linguistic | S – Use humour and sarcasm appropriately to context and formality.	✓	
2.1.20	**Specific Outcome** LP4 – Socio-Linguistic | W – Produce expository texts with a developing sense of audience, genre, voice, and degree of formality.	✓	
2.1.21	**Specific Outcome** LP3 – Discourse | S – Connect ideas using conjunctions and prepositional phrases to elaborate, describe, sequence, and explain.		✓
2.1.22	**Specific Outcome** LP3 – Discourse | W – Connect ideas in a three-paragraph descriptive composition using transition words and subordinate conjunctions.		✓

Curriculum Elements			ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
2.1.23	**Specific Outcome** LP4 – Discourse | S – Connect ideas using a variety of cohesive devices to compare, contrast, persuade, conclude, and show cause and effect.		✓	
2.1.24	**Specific Outcome** LP4 – Discourse | W – Connect a cohesive, well-developed, five-paragraph academic composition using a variety of cohesive devices.		✓	
2.1.25	**Specific Outcome** LP3 – Pronunciation | S – Demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors.			✓
2.1.26	**Specific Outcome** LP4 – Pronunciation | S – Demonstrate appropriate expression and appropriate inflection in a variety of contexts with increasing accuracy.		✓	
2.1.27	**Specific Outcome** LP3 – Editing | W – Edit and revise expository texts for capitalization of proper nouns, apostrophes, quotation marks, hyphens, dashes and commas, regular and irregular spelling, spelling of homophones and homonyms and subject–verb agreement appropriate word choice addition of supporting details.			✓
2.1.28	**Specific Outcome** LP4 – Editing | W – Edit and revise essay for most punctuation conventions, appropriate word forms and word choice, content, organization, verb tense, and active and passive voice.		✓	
3	**Topic** Developing oral, visual, print and multi-media expository texts.		✓	✓
3.1	**General Outcome** How does the ability to explore, comprehend, respond to, and create diverse oral, visual, print, and multi-media expository texts enhance students' success in school, the workplace, the greater community, and the world?		✓	✓
3.1.1	**Specific Outcome** Identify common text and media genres that use expository writing forms and begin to identify their purpose			✓
3.1.2	**Specific Outcome** Identify a wide array of text and media genres that use expository writing forms and identify their purposes.		✓	
3.1.3	**Specific Outcome** Explore a variety of oral, visual, print, and multi-media material and content familiar to Canadian readers about Canadian symbols to broaden understanding of Canadian culture.			✓

Curriculum Elements		ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
3.1.4	**Specific Outcome** Explore a variety of oral, visual, print, and multi-media material and content familiar to Canadian reader texts on famous Canadians, Canadian cultural events, or Canadian inventions to broaden understanding of Canadian cultural referents.	✓	
3.1.5	**Specific Outcome** Understand the purpose and organizational patterns of a variety of short expository texts for description, sequence, compare and contrast, and cause and effect.		✓
3.1.6	**Specific Outcome** Understand the purpose and organizational patterns of a variety of longer expository texts using essays, articles, or memoirs.	✓	
3.1.7	**Specific Outcome** Employ critical thinking skills to interpret, compare, contrast, express an opinion, distinguish between fact and opinion, and draw conclusions.		✓
3.1.8	**Specific Outcome** Employ critical thinking skills to interpret, compare, contrast, infer, evaluate, detect bias, express an opinion, distinguish between fact and opinion, and draw conclusions.	✓	
3.1.9	**Specific Outcome** Develop understanding of word formation using common affixes and text clues for appositives, punctuation, and embedded definition to enhance understanding of vocabulary and text.		✓
3.1.10	**Specific Outcome** Use knowledge of word formation in Greek- and Latin-based affixes, roots and text clues for appositives, embedded definitions, contrasts, and restatement to enhance understanding of vocabulary and text.	✓	
3.1.11	**Specific Outcome** Develop awareness of figurative language embedded in expository text using simile, metaphor, and personification.		✓
3.1.12	**Specific Outcome** Identify and interpret figurative language embedded in expository texts using simile, metaphor, personification, allusion, idioms, and symbolism.	✓	
3.1.13	**Specific Outcome** Use figurative language to incorporate simile, metaphor, or personification in expository text for effect, where appropriate.		✓
3.1.14	**Specific Outcome** Use figurative language to incorporate simile, metaphor, personification, allusion, idioms, and symbolism in expository text for effect, where appropriate.	✓	

Curriculum Elements	ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
3.1.15 **Specific Outcome** Demonstrate awareness and understanding of expository text features for the title, glossary, italics to improve overall comprehension		✓
3.1.16 **Specific Outcome** Use features of expository texts for the title, glossary, italics, to improve overall comprehension.	✓	
3.1.17 **Specific Outcome** 👆 Represent learning through oral, visual, and digital formats with support using appropriate rhetorical forms and conventions.		✓
3.1.18 **Specific Outcome** Represent learning through oral, visual, and digital formats with increasing independence using appropriate rhetorical forms and conventions.	✓	
3.1.19 **Specific Outcome** Use the rhetorical forms and conventions necessary for single and multiple paragraph writing with a topic sentence, focusing statements, supporting ideas, transitions, and concluding sentence with increasing independence.		✓
3.1.20 **Specific Outcome** 👆 Use the rhetorical forms and conventions necessary for expository essay writing a thesis statement, focusing statements, supporting ideas, transitions, and conclusion with increasing independence.	✓	
3.1.21 **Specific Outcome** Create and present synthesized information in accordance with given organizational guidelines, with support.		✓
3.1.22 **Specific Outcome** Create and present synthesized information in accordance with specified organizational guidelines, with increasing independence.	✓	
3.1.23 **Specific Outcome** Research a topic using a variety of vetted reliable print, digital, visual, and other resources, with support.		✓
3.1.24 **Specific Outcome** Research a topic using a variety of reliable print, digital, visual, and other resources, with increasing independence.	✓	
3.1.25 **Specific Outcome** Research, with teacher or peer support, and create an expository text format to effectively communicate research findings.		✓

Curriculum Elements	ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
3.1.26 — Specific Outcome Research and create an appropriate expository text to effectively communicate research findings.	✓	
4 — Topic **Applying oral, visual, print and multi-media expository texts.**	✓	✓
4.1 — General Outcome How can the use of cognitive, metacognitive, critical thinking, literacy, social, and affective learning strategies enhance comprehension of, response to, and creation of diverse oral, visual, print, and multi-media expository texts and contribute to student success in school, the workplace, the greater community, and the world?	✓	✓
4.1.1 — Specific Outcome Apply appropriate strategies, with support, to interpret various textual representations using art, film, electronic, digital, speeches, etc. including knowledge of use of colour, line, camera angle, hyperlinks, or register.		✓
4.1.2 — Specific Outcome Apply strategies, with increasing independence, to interpret various textual representations using art, film, electronic, digital, and oral with increasing independence including knowledge of colour, line, symmetry or asymmetry, movement, camera angle, hyperlinks, or register.	✓	
4.1.3 — Specific Outcome Use functional academic vocabulary for underline, highlight, interpret, or summarize, with support, and recognize that such concepts are transferable across subjects.		✓
4.1.4 — Specific Outcome Use functional academic vocabulary for annotate, interpret, summarize, or analyze and recognize that such concepts are transferable across subjects.	✓	
4.1.5 — Specific Outcome Develop strategies for comprehending unfamiliar vocabulary including, when possible, accessing first language knowledge.		✓
4.1.6 — Specific Outcome Employ strategies for comprehending unfamiliar vocabulary including affixes, root words, context clues, and an English dictionary.	✓	
4.1.7 — Specific Outcome Employ effective reading strategies to enhance understanding of expository texts using title, genre, purpose, key functional words, sequence words, graphic organizers, or translation.		✓

Curriculum Elements		ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
4.1.8	**Specific Outcome** Employ effective reading strategies to enhance understanding of expository texts for features, key functional words and phrases, context clues, word analysis, or graphic organizers.	✓	
4.1.9	**Specific Outcome** Apply background knowledge to text and context to support comprehension.		✓
4.1.10	**Specific Outcome** Apply background knowledge to infer context that is not explicit.	✓	
4.1.11	**Specific Outcome** Effectively use techniques for skimming, scanning, and close reading of texts, with support.		✓
4.1.12	**Specific Outcome** Effectively use techniques for skimming, scanning, and close reading of texts with increasing independence.	✓	
4.1.13	**Specific Outcome** Employ, with support, affective social learning strategies and appropriate functional language to participate in cooperative learning activities using think-pair-share, questioning, reciprocal reading and extend academic discourse.		✓
4.1.14	**Specific Outcome** Employ, with increasing independence, affective social learning strategies and appropriate functional language to participate in cooperative learning activities for think-pair-share, reciprocal reading, Socratic seminars, guided conversations and enhance academic discourse.	✓	
4.1.15	**Specific Outcome** Apply cognitive strategies for note-taking, visualization, mind mapping, with support, to interact with and manipulate, mentally or physically, the material to be learned.		✓
4.1.16	**Specific Outcome** Apply cognitive strategies for annotating, note-making, making connections to self, texts, and world, with increasing independence, to interact with and manipulate, mentally or physically, the material to be learned.	✓	
4.1.17	**Specific Outcome** Distinguish between literal and figurative or implied meaning with support.		✓
4.1.18	**Specific Outcome** Distinguish between literal and figurative or implied meaning with increasing independence.	✓	

Curriculum Elements		ESL Expository Eng Level 2 15-5	ESL Expository English Leve 15-5
4.1.19	**Specific Outcome** Begin to critically evaluate validity and quality of resources by consulting the teacher, comparing reports on the same topic, or using trustworthy URLs or beginning to apply the test of Currency, Reliability, Authority, Accuracy, Purpose (CRAAP).		✓
4.1.20	**Specific Outcome** Demonstrate, with increasing independence, the ability to critically evaluate validity and quality of resources by applying the Currency, Reliability, Authority, Accuracy, Purpose (CRAAP) test; comparing reports on the same topic, using trustworthy URLs or looking for articles in scholarly journals.	✓	
4.1.21	**Specific Outcome** Demonstrate responsible digital citizenship by respecting copyright, protecting privacy, communicating responsibly and kindly with others, respecting other's ideas and opinions, or giving proper credit when using other's work.		✓
4.1.22	**Specific Outcome** Demonstrate responsible digital citizenship by respecting intellectual property, protecting privacy, communicating responsibly, respecting other's ideas and opinions, crediting other's work, or demonstrating proper digital etiquette.	✓	
4.1.23	**Specific Outcome** Self-monitor for comprehension and apply appropriate fix-up strategies by asking clarifying questions, paraphrasing, rereading, looking for context clues, asking for help to re-establish comprehension.		✓
4.1.24	**Specific Outcome** Self-monitor for comprehension and apply appropriate fix-up strategies by asking clarifying questions, rephrasing, rereading, using context clues, making connections, asking a partner for help to re-establish comprehension.	✓	

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
ESL Introduction to Canadian Studies 15	The language learning outcomes overlap with ESL Introduction to Science 15-25 and ESL Introduction to Canadian Studies 15-25 because the language objectives are based on the Alberta K-12 ESL Proficiency Benchmarks, which apply to both courses.
	The language skills and conceptual understandings acquired in this course bridge the gap for ELLs and form the foundation for success in future English courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education English programming. Students will continue to require differentiated instruction focused on academic language
ESL Introduction to Canadian Studies 25	The language learning outcomes overlap with ESL Introduction to Science 15-25 and ESL Introduction to Canadian Studies 15-25 because the language objectives are based on the Alberta K-12 ESL Proficiency Benchmarks, which apply to both courses.
	The language skills and conceptual understandings acquired in this course bridge the gap for ELLs and form the foundation for success in future English courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education English programming. Students will continue to require differentiated instruction focused on academic language development in future courses.
ESL Introduction to Science 15	The language learning outcomes overlap with ESL Introduction to Science 15-25 and ESL Introduction to Canadian Studies 15-25 because the language objectives are based on the Alberta K-12 ESL Proficiency Benchmarks, which apply to both courses.
	The language skills and conceptual understandings acquired in this course bridge the gap for ELLs and form the foundation for success in future English courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education English programming. Students will continue to require differentiated instruction focused on academic language development in future courses.
ESL Introduction to Science 25	The language learning outcomes overlap with ESL Introduction to Science 15-25 and ESL Introduction to Canadian Studies 15-25 because the language objectives are based on the Alberta K-12 ESL Proficiency Benchmarks, which apply to both courses.
	The language skills and conceptual understandings acquired in this course bridge the gap for ELLs and form the foundation for success in future English courses. Once language and conceptual bases have been established through these courses, students will be able to enter into Alberta Education English programming. Students will continue to require differentiated instruction focused on academic language development in future courses.