

# LOCALLY DEVELOPED COURSE OUTLINE

ESL Intro to Canadian Studies

ESL Intro to Canadian Studies

Submitted By:

**Red Deer Catholic Regional Division No. 39**

Submitted On:

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# Course Basic Information

<u>Outline</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10
25-5	125.00	09/01/2019	08/31/2023	Acquired	Reauthorization	G10

## Course Description

ESL Introduction to Canadian Studies 15, 25 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 in local, national and global contexts.

### Communicative Competence

Communicative competence is the ability to communicate successfully in any context, be it social, academic, oral, or written (Alberta Education). Communicative competence is required for success in life, work and continued learning. Canale and Swain (1980) offer a model of language proficiency that outlines the four communicative areas that contribute to communicative competence: linguistic, strategic, sociolinguistic, and discourse for each of the four language strands: listening, speaking, reading and writing.

#### Linguistic Competency:

Understanding and using vocabulary, language conventions (grammar, punctuation and spelling) and syntax (sentence structure).

#### Strategic Competency:

Using techniques to overcome language gaps, plan and assess the effectiveness of communication, achieve conversational fluency and modify text for audience and purpose.

#### Socio-Linguistic Competency:

Having an awareness of social rules of language (e.g., formality, politeness, directness), nonverbal behaviours and cultural references (e.g., idioms, expressions, background knowledge)

#### Discourse:

Understanding how ideas are connected through patterns of organization and cohesive and transitional devices

Additionally, each language strand has a strand-specific competency. The strand-specific competencies are as follows:

Listening: auditory discrimination

Speaking: pronunciation

Reading: fluency

Writing: editing

### The English Language Development (ELD) Framework

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 forms 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 and academic) 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:

1. Explicit language instruction

- a. Targets the communicative competencies outlined in the Alberta K-12 ESL Proficiency Benchmarks

- b. Focuses 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.

2. Frontloading challenging vocabulary and linguistic structures to render content understandable

3. Capitalizing on the teachable language learning moments.

4. Ongoing assessment based on the Alberta K-12 Proficiency Benchmarks that informs next steps in teaching and learning.

Note: Possible linguistic functions have been identified for the specific learning outcomes for this course.

### Adjusting Scaffolds as Language Develops

As students gain autonomy in using academic language fluently and accurately, language instruction and learner scaffolds are adjusted accordingly. For example, a beginner ELL may rely strongly on visuals, realia, and first language translation when acquiring subject-specific vocabulary, whereas an intermediate ELL may be able to understand the meaning of the word through a description of the target word that uses familiar English synonyms.

### Academic Language – The Language of Success for All

Academic language is the language used to access and engage with Programs of Study. Proficiency in academic language requires students to comprehend and produce increasingly complex vocabulary, grammar, sentence structures and text organization. Students who acquire a high level of proficiency in academic language experience greater success in school and beyond. As such, explicit instruction in academic language benefits all learners, both ELLs and native English speakers.

## **Course Prerequisites**

No prerequisite

# Sequence Introduction (formerly: Philosophy)

ESL Introduction to Canadian Studies 15, 25 develop academic English language proficiency through social studies concepts and processes focussed on the Canadian context. This goal is achieved through the implementation of the English Language Development (ELD) framework, an instructional approach to explicit language instruction within content area learning. 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 and to understand and produce a variety of texts and types of communication. Targeted language functions in this course are drawn from and connected to Alberta Social Studies Programs of Study.

The content for Canadian Studies 15, 25 is organized around essential understandings and the following three guiding questions:

- How does development of receptive language skills (listening and reading) enable students to comprehend information and ideas related to course content?
- How does development of expressive language skills (speaking and writing) enable students to communicate information and ideas related to course content?
- How does a strong understanding of Canada's present and past enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society, and world?

Students engage with content from present day, moving towards an understanding of Canada's past to a vision of how they can impact their futures in Canada. The learning outcomes of these courses are sequenced to reflect the stages of language acquisition, whereby linguistic competencies progress from present to past to future. Also in alignment with language development, the social studies learning outcomes are organized from concrete to more abstract concepts.

## **Student Need (formerly: Rationale)**

ELLs face language-related barriers to achievement in social studies due to the extensive use of subject-specific vocabulary and the complexity of discourse, grammatical structures, vocabulary and language functions in the discipline. ELLs may also face content-related barriers due to limited background knowledge about Canada and Canadian cultural, historical, geographical, social and political concepts, values and constructs, or varying experience with social studies processes and dimensions of thinking. Canadian Studies 15, 25 have been created to bridge ELLs' gaps in language and social studies concepts related to the Canadian contexts. 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)

## **Scope and Sequence (formerly: Learner Outcomes)**

Essential Understandings:

Developing communicative competence supports students to develop a strong understanding of Canada's present and past to become active and responsible citizens, engaged in the democratic process and effect change in their communities, society and world

NOTE: Language outcomes are derived directly from the Alberta K-12 ESL Proficiency Benchmarks, Grades 10-12. (See Alberta K-12 ESL Proficiency Benchmarks Grades 10 – 12, LP 1, 2, and 3 for illustrative examples.) Key: "Comp" means "Competency" in the charts below. Strands: L=Listening, S=Speaking, R=Reading, W=Writing.

# **Guiding Questions (formerly: General**

**1 How does development of receptive language skills of listening and reading, enable students to comprehend information and ideas related to course content?**

**2 How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to course content?**

**3 Canada's present - How does a strong understanding of Canada's present enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society and world? What is Canada, the country like today? What does it mean to be a person living in Canada today? Geography - what is the geography of Canada and how does it shape the lives of individuals and groups in Canada? Economics - how do individuals and groups in Canada meet their needs and wants? Society - how are the identities of individuals and groups in Canada shaped by a pluralistic society? Politics - how is Canada governed and how does government support or restrict individuals and groups in Canada?**

**4 Canada's past - What are the historical understanding that have shaped individuals and groups living in Canada? Geography - how has Canadian geography changed over time and how has these changes shaped the lives of individuals and groups in Canada? Economics - how did different groups contribute to the economic development of Canada? Society - how and why did different groups and individuals move to and within Canada; what were the social impacts of migration on different groups and individuals; what social and economic barriers did these groups and individuals face? Politics - how did different groups and regions govern themselves in Canada and how has the role and function of Canadian government changed historically?**

**5 Canada's future - 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?**

## Learning Outcomes (formerly: Specific Outcomes)

<b>1 How does development of receptive language skills of listening and reading, enable students to comprehend information and ideas related to course content?</b>	15-5 25-5
1.1 LP1 - Linguistic Vocabulary   L - Understand some words, approximately 5000, including utility words, descriptive words, subject-specific words, and academic words with visual support	X
1.2 LP1 - Linguistic Vocabulary   R - Understand some words, approximately 5000, including utility words, descriptive words, and subject-specific vocabulary	X
1.3 LP2 - Linguistic Vocabulary   L - Understand more words, approximately 15,000, including utility words, descriptive words, subject-specific words, and academic words.	X
1.4 LP2 - Linguistic Vocabulary   R - Understand more words, approximately 15,000, including utility words, descriptive words, and subject-specific vocabulary	X
1.5 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.	X
1.6 LP3 - Linguistic Vocabulary   R - Understand a range of words, approximately 25,000, through contextual cues.	X
1.7 LP1 - Linguistic Syntax   L - Understand subject-verb-object sentence structure in familiar contexts.	X
1.8 LP1 - Linguistic Syntax   R - Understand simple sentences	X
1.9 LP2 - Linguistic Syntax   L - Understand compound sentences in familiar contexts.	X
1.10 LP2 - Linguistic Syntax   R - Understand compound sentences and simple detailed sentences.	X
1.11 LP3 - Linguistic Syntax   L - Understand compound sentences and complex sentences in unfamiliar contexts	X

1.12 LP3 - Linguistic Syntax   R - Understand complex sentences containing subordinate clauses, relative clauses, and conditional clauses.	X
1.13 LP1 - Strategic   L - Respond to literal questions with "what," "where," "when," "who" and "how many."	X
1.14 LP1 - Strategic   R - Decode familiar words and sight words.	X
1.15 LP1 - Strategic   L - Seek clarification by using familiar expressions.	X
1.16 LP1 - Strategic   R - Rely on pictures, familiar phrases, patterned sentences, context, shared experiences, and first language and culture to comprehend simple texts on familiar topics.	X
1.17 LP2 - Strategic   L - Respond to open-ended questions.	X
1.18 LP2 - Strategic   R - Decode word families, consonant blends, and long- and short-vowel sounds.	X
1.19 LP2 - Strategic   L - Seek clarification by restating, paraphrasing	X
1.20 LP2 - Strategic   R - Use rereading, reading on, contextual cues, and root-word recognition to comprehend texts on familiar topics.	X
1.21 LP3 - Strategic   L - Respond to hypothetical questions.	X
1.22 LP3 - Strategic   R - Decode root words, prefixes, suffixes, and vowel digraphs.	X
1.23 LP3 - Strategic   L - Seek clarification by asking questions.	X
1.24 LP3 - Strategic   R - Use predicting, inferencing, contextual cues, and/or affix analysis to understand texts on unfamiliar topics.	X
1.25 LP1 - Socio-Linguistic   L - Respond appropriately to common social expressions in formal and informal contexts.	X
1.26 LP1 - Socio-Linguistic   R - Understand the literal meaning of simple texts on familiar topics.	X

1.27 LP2 - Socio-Linguistic   L - Respond appropriately to common social expressions, intonation, idiomatic expressions in formal and informal contexts.	X
1.28 LP2 - Socio-Linguistic   R - Understand common social expressions and figurative language in texts on familiar topics.	X
1.29 LP3 - Socio-Linguistic   L - Respond appropriately to slang, humour, common idioms, and common social expressions. Recognize register, intonation in a variety of	X
1.30 LP3 - Socio-Linguistic   R - Understand explicit social references, explicit cultural references, and figurative language in a variety of texts.	X
1.31 LP1 - Discourse   L - Understand familiar commands, two-step instructions, the gist of discussions and presentations containing phrases and simple related sentences connected with "and" and "then" on familiar topics with visual support.	X
1.32 LP1 - Discourse   R - Understand simple narratives and descriptive texts containing common conjunctions.	X
1.33 LP2 - Discourse   L - Understand the gist of discussions and presentations containing simple related sentences connected with common conjunctions, time markers, and sequence markers on familiar topics	X
1.34 LP2 - Discourse   R - Understand ideas in simple explanations and procedural texts connected with conjunctions, time markers, and sequence markers.	X
1.35 LP3 - Discourse   L - Understand main ideas, examples, clauses in detailed paragraphs connected with common cohesive devices in academic explanations.	X
1.36 LP3 - Discourse   R - Understand ideas in related paragraphs connected with cohesive devices indicating comparison and contrast; transition words.	X
1.37 LP1 - Auditory Discrimination   L - Recognize common contractions and distinguish minimal pairs in speech spoken at a slower rate.	X
1.38 LP2 - Auditory Discrimination   L - Understand contractions and familiar reduced speech.	X
1.39 LP3 - Auditory Discrimination   L - Understand rapid speech on familiar topics.	X

1.40 LP1 - Fluency   R - Read word-by-word with some phrasing.	X
1.41 LP2 - Fluency   R - Read with some phrasing, rereading, sounding out of words, pausing to refer to visuals; substitution of unknown words with familiar words.	X
1.42 LP3 - Fluency   R - Read increasingly with expression and attention to common punctuation; meaningful word substitutions.	X

<b>2 How does development of expressive language skills of speaking and writing enable students to communicate information and ideas related to course content?</b>	<b>15-5 25-5</b>
2.1 LP1 - Linguistic Vocabulary   S - Use some words, approximately 5000, including utility words, descriptive words, and subject-specific words to express needs, express feelings, express preferences and respond to questions.	X
2.2 LP1 - Linguistic Vocabulary   W - Use some words, approximately 5000, including utility words, descriptive words and subject-specific words.	X
2.3 LP2 - Linguistic Vocabulary   S - Use more words, approximately 15,000, including utility words, descriptive words, subject-specific words to express ideas, ask and answers questions and make statements.	X
2.4 LP2 - Linguistic Vocabulary   W - Use more words, approximately 15,000, including utility words, descriptive words and subject-specific words.	X
2.5 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.	X
2.6 LP3 - Linguistic Vocabulary   W - Use a range of words, approximately 25,000, including utility words, descriptive words, subject-specific words and academic words.	X
2.7 LP1 - Linguistic Grammar   S - Use common pronouns, adjectives, nouns, and verbs in present tense with errors and omissions.	X

2.8 LP1 - Linguistic Grammar   W - Use familiar nouns, pronouns, adjectives, adverbs, prepositions, articles and verbs with tense errors and omissions	X
2.9 LP2 - Linguistic Grammar   S - Use regular plurals, possessives, prepositions, and verbs in continuous and simple past tenses with agreement and tense errors	X
2.10 LP2 - Linguistic Grammar   W - Use regular plurals, possessive pronouns, prepositional phrases, regular verbs in continuous and simple past tenses, and irregular verbs in continuous and simple past tenses with tense and usage errors.	X
2.11 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.	X
2.12 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.	X
2.13 LP1 - Linguistic Syntax   S - Follow patterned sentences, phrases and subject-verb-object sentences.	X
2.14 LP1 - Linguistic Syntax   W - Write simple declarative sentences, negative sentences and question sentences using sentence frames.	X
2.15 LP2 - Linguistic Syntax   S - Use patterned and predictable affirmative and negative statements, questions and commands.	X
2.16 LP2 - Linguistic Syntax   W - Write simple compound sentences and simple detailed sentences.	X
2.17 LP3 - Linguistic Syntax   S - Add detail to affirmative and negative statements, questions and commands.	X
2.18 LP3 - Linguistic Syntax   W - Write a variety of compound sentences and complex sentences.	X
2.19 LP1 - Strategic   S - Use known phrases, simple questions and first-language translation.	X
2.20 LP1 - Strategic   W - Use copying, spelling from memory, words with similar sounds, sentence frames to spell familiar words, write ideas, complete patterned sentences and use basic punctuation.	X

2.21 LP2 - Strategic   S - Use message replacement, everyday expressions and everyday questions.	X
2.22 LP2 - Strategic   W - Use familiar vocabulary, known phrases, common expressions, cognates, word lists, templates and models, and personal dictionary to find appropriate words, spell irregularly spelled words, distinguish homophones and homonyms and increase use of punctuation.	X
2.23 LP3 - Strategic   S - Use circumlocution and clarifying questions.	X
2.24 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.	X
2.25 LP1 - Socio-Linguistic   S - Use greetings, common courtesy expressions, and familiar social expressions to participate in social and classroom situations.	X
2.26 LP1 - Socio-Linguistic   W - Produce texts using familiar words, familiar phrases, sentence frames to complete forms, create graphic organizers and label diagrams.	X
2.27 LP2 - Socio-Linguistic   S - Use common expressions, slang, idioms and gestures to communicate with peers.	X
2.28 LP2 - Socio-Linguistic   W - Produce texts for specific purposes using templates, samples, story plans or graphic organizers.	X
2.29 LP3 - Socio-Linguistic   S - Use expressions, idioms, and common social references in appropriate contexts.	X
2.30 LP3 - Socio-Linguistic   W - Produce expository texts and narrative texts using knowledge of culturally appropriate forms and styles.	X
2.31 LP1 - Discourse   S - Connect familiar phrases and simple sentences with "and" to express needs, feelings and opinions.	X
2.32 LP1 - Discourse   W - Connect ideas in simple sentences using common conjunctions, common time markers and common sequence markers.	X

2.33 LP2 - Discourse   S - Connect ideas using common conjunctions, time markers, and sequence markers to share ideas, ask questions, describe and explain.	X
2.34 LP2 - Discourse   W - Connect ideas in a basic paragraph using common conjunctions, time markers and sequence markers.	X
2.35 LP3 - Discourse   S - Connect ideas using conjunctions and prepositional phrases to elaborate, describe, sequence and explain.	X
2.36 LP3 - Discourse   W - Connect ideas in a three-paragraph narrative and a three-paragraph descriptive composition using transition words and subordinate	X
2.37 LP1 - Pronunciation   S - Approximate English rhythm and intonation in familiar and rehearsed activities, although pronunciation errors may interfere with meaning.	X
2.38 LP2 - Pronunciation   S - Demonstrate comprehensible pronunciation and appropriate intonation in familiar and rehearsed activities, although pronunciation errors	X
2.39 LP3 - Pronunciation   S - Demonstrate comprehensible pronunciation and appropriate intonation in unfamiliar and unrehearsed activities, with occasional errors.	X
2.40 LP1 - Editing   W - Edit sentences for capitalization of names and words at the beginning of sentences, periods and regular spelling of familiar words.	X
2.41 LP2 - Editing   W - Edit and revise paragraphs for regular spelling, end punctuation, commas in lists and addition of detail.	X
2.42 LP3 - Editing   W - Edit and revise expository and narrative 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.	X

<p><b>3 Canada's present - How does a strong understanding of Canada's present enable students to become active and responsible citizens, engaged in the democratic process, and effect change in their communities, society and world? What is Canada, the country like today? What does it mean to be a person living in Canada today? Geography - what is the geography of Canada and how does it shape the lives of individuals and groups in Canada? Economics - how do individuals and groups in Canada meet their needs and wants? Society - how are the identities of individuals and groups in Canada shaped by a pluralistic society? Politics - how is Canada governed and how does government support or restrict individuals and groups in Canada?</b></p>	<p>15-5 25-5</p>
<p>3.1 Geography - identify and use geographical conventions, such as globes and atlases as representations; countries in relation to Canada; map legends, symbols and scale; longitude, latitude and time zones; climate regions; and political vs. physical maps to explain and represent global phenomena. Possible linguistic functions: summarize and inform.</p>	<p>X X</p>
<p>3.2 Geography - identify, label, and interpret a variety of physical, geographical, and political maps pertaining to Canada. Possible linguistic functions: summarize and inform,</p>	<p>X X</p>
<p>3.3 Geography - create, interpret, and analyze a variety of thematic maps to analyze economic and political issues. Possible linguistic functions: analyze, synthesise, evaluate.</p>	<p>X</p>
<p>3.4 Geography - identify then compare and contrast Canada's population density, distribution, and movement/migration. Possible linguistic functions: summarize and inform, compare and contrast.</p>	<p>X</p>
<p>3.5 Geography - identify and explain how physical geography influences human activities such as population density, employment opportunities, and climate effects and shape identity. Possible linguistic functions: summarize and inform, analyze, justify and persuade, synthesise and evaluate.</p>	<p>X</p>
<p>3.6 Geography - identify common ways that individuals show care and concern for the environment including recycling and energy conservation. Possible linguistic functions: summarize and inform; evaluate, cause and effect.</p>	<p>X</p>

3.7 Geography - describe the relationship between Canada's economy and quality of life in the diverse regions. Possible linguistic functions: summarize and inform, compare and contrast, cause and effect.	X
3.8 Geography - analyze how people in various communities depend on, adapt to, and change the environment in which they live and work. Possible linguistic functions: summarize and inform, analyze, synthesize, evaluate.	X
3.9 Geography - evaluate the impact of Canada's geographical boundaries/physical regions and political boundaries including provinces, territories, and First Nations on shaping identity. Possible linguistic functions: analyze, synthesize, evaluate.	X X
3.10 Economics - identify the economic foundations of Canada including natural resources and manufacturing. Possible linguistic functions: summarize and inform.	X
3.11 Economics - describe the relationship between Canada's economy and quality of life in the diverse regions. Possible linguistic functions: summarize and inform, compare and contrast, cause and effect.	X
3.12 Economics - identify and evaluate the relationship between Canada and its trading partners including trade agreements. Possible linguistic functions: summarize and inform, analyze, synthesize, evaluate.	X
3.13 Society - Identify traditions, pastimes, attractions, and symbols of Canadian identity including flag, anthem, observances, and holidays. Possible linguistic functions: summarize and inform, compare and contrast, analyze.	X
3.14 Society - identify the diversity such as languages, cultures, ethno-cultural identity, age, physical and intellectual ability, gender, and sexual orientation represented in the school, community and Canada. Possible linguistic functions: summarize and inform.	X
3.15 Society - analyze the impact of pluralism, multiculturalism and immigration on individuals and groups in Canada. Possible linguistic functions: analyze, synthesize, evaluate.	X

3.16 Society - compare and contrast the similarities and differences among Canadians living in different provinces and territories and/or in other countries. Possible linguistic functions: summarize and inform, compare and contrast.	X	X
3.17 Politics - describe the structure of the federal government, including municipal, provincial, and federal levels; executive, legislative and judicial branches; parliamentary systems. Possible linguistic functions: summarize and inform; compare and contrast, classify.	X	X
3.18 Politics - describe the function, i.e., roles and responsibilities, of the three levels of government, such as education, health care, the legal system, Rights and Responsibilities, policy decisions, taxes and laws. Possible linguistic functions: summarize and inform; compare and contrast, classify.	X	X
3.19 Politics - explain the significance of important constitutional documents such as the BNA Act, Constitution, Charter of Rights and Freedoms, Constitution. Possible linguistic functions: summarize and inform, analyze, evaluate.		X
3.20 Politics - describe the rights, privileges, and responsibilities of Canadian citizenship. Possible linguistic functions: summarize and inform.	X	X
3.21 Politics - identify and interpret concepts and practices of democracy and responsible citizenship such as elections, government processes. Possible linguistic functions: summarize and inform; analyze, synthesize, evaluate.	X	X

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<p><b>4 Canada's past - What are the historical understanding that have shaped individuals and groups living in Canada? Geography - how has Canadian geography changed over time and how has these changes shaped the lives of individuals and groups in Canada? Economics - how did different groups contribute to the economic development of Canada? Society - how and why did different groups and individuals move to and within Canada; what were the social impacts of migration on different groups and individuals; what social and economic barriers did these groups and individuals face? Politics - how did different groups and regions govern themselves in Canada and how has the role and function of Canadian government changed historically?</b></p>	<p>15-5 25-5</p>
<p>4.1 Geography - identify and explain changes to the political boundaries of Canada over time, such as from pre-First Contact's "Turtle Island", to Upper/Lower Canada, to Confederation, to present day. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.</p>	<p>X</p>
<p>4.2 Geography - identify and explain key events in Canada's history that changed the geographical boundaries of Canada, including Confederation, CPR and creation of territories. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.</p>	<p>X</p>
<p>4.3 Geography - analyze the relationship between the changes to Canada's political boundaries and the movement of peoples such as the impact of expansion, immigration, migration, economic development, displacement, Treaties, and reservations on various individuals and groups. Possible linguistic functions: compare and contrast, analyze, synthesize, evaluate, cause and effect.</p>	<p>X</p>
<p>4.4 Economics - identify and explore reasons for the exploration and settlement of Canada. Possible linguistic functions: summarize and inform, sequence and order, analyze.</p>	<p>X X</p>
<p>4.5 Economics - analyze key events in Canada's history that changed Canada's economy, such as Treaties, Canadian Pacific Railway and immigration. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.</p>	<p>X</p>

4.6 Society - describe the historical way of life of Indigenous peoples prior to settlement, such as how they lived, governed themselves and organized society. Possible linguistic functions: summarize and inform, compare and contrast.	X
4.7 Society - identify and explain key events in Canada's history that changed social aspects of Canada and affected Canadian identity, such as settlement, British/French influences and conflicts, confederation, expansion of provinces and territories, world wars, residential schools, immigration and internment camps. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.	X
4.8 Society - analyze the presence and influence of diverse groups on Canada's culture and identity such as First Nations, Francophones, immigrant groups, bilingualism and multiculturalism. Possible linguistic functions: analyze, evaluate, cause and effect.	X
4.9 Politics - identify and explain key events in Canada's history that changed the way different groups and regions governed themselves, such as Colonial structures/breakdowns of Canada, Post Confederation and geographical growth of Canada. Possible linguistic functions: summarize and inform, sequence and order, synthesize, evaluate.	X
4.10 Politics - analyze the experiences of diverse groups and individuals in Canada and the policies that have developed as a result, such as Reconciliation/TRC and apology to internment camp groups.	X

<b>5 Canada's future - 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?</b>	15-5 25-5
5.1 Geography - hypothesize on the impacts of potential changes to Canada's current political boundaries to individuals and groups living in Canada such as Quebec Separatism, Western Alienation, Arctic Ocean dispute and globalism. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.	X

<p>5.2 Economics - hypothesize on the impacts of a green economy, such as solar power and wind versus a fossil-fuel-reliant economy on individuals and groups living in Canada. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.</p>	<p>X</p>
<p>5.3 Society - hypothesize on the impacts of Canada's ever-changing pluralistic society on identity and quality of life for individuals and groups living in Canada. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.</p>	<p>X</p>
<p>5.4 Politics - hypothesize on the impact of possible changes to the current Government structures and functions of Canada including the Queen as Head of State, party systems, voting systems, Rights and Responsibilities, Official Bilingualism, language laws, legal system, Quebec Separatism, Western Alienation, Reconciliation and immigration. Possible linguistic functions: analyze, infer / predict / hypothesize, synthesize, evaluate, cause and effect.</p>	<p>X</p>

## Facilities or Equipment

### Facility

No required facilities.

Facilities:

### Equipment

No required equipment specified.

# **Learning and Teaching Resources**

No required resources.

## **Sensitive or Controversial Content**

No sensitive or controversial content.

## **Issue Management Strategy**

## **Health and Safety**

No directly related health and safety risks.

## **Risk Management Strategy**

## Statement of Overlap with Existing Programs

### Provincial Courses with Overlap and/or Similarity

- Social Studies 10-3

### Identified Overlap/Similarity

The learning outcomes overlap with some of the topics in Social Studies 10-3 related to Canadian geography, government and identity.

### Reasoning as to Why LDC Is Necessary

The language skills and social studies conceptual understandings acquired in ESL Introduction to Canadian Studies 15, 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 enter into Alberta Education Social Studies programming. Students will continue to require differentiated instruction focused on academic language development in future social studies courses.

### Locally Developed Courses with Overlap and/or Similarity

- ESL Introduction to Science 15, 25.

### Identified Overlap/Similarity

The language learning outcomes overlap with ESL Introduction to Science 15, 25 because the language objectives are based on the Alberta K-12 ESL Proficiency Benchmarks, which apply to both courses.

### Reasoning as to Why LDC Is Necessary

The language skills and social studies conceptual understandings acquired in ESL Introduction to Canadian Studies 15, 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 enter into Alberta Education Social Studies programming. Students will continue to require differentiated instruction focused on academic language development in future social studies courses.

# **Student Assessment**

Ongoing language assessment in relation to the Alberta K-12 ESL Proficiency Benchmarks informs teaching and learning throughout this course.

## **Course Approval Implementation and Evaluation**

