



# Fort Richmond Collegiate

99 Killarney Ave. | Winnipeg, MB R3T 3B3 | 204.275.7520  
[www.peminatrails.ca/fortrichmondcollegiate](http://www.peminatrails.ca/fortrichmondcollegiate)

#### EAL Domains:

1. **Linguistic Competencies** - The knowledge of language and how it is used.
2. **Contextual Application** - The academic or subject-area learning that is required.
3. **Intercultural Competency and Global Citizenship** - The ability to see one's self as a good citizen of the school, the community, the city and the country.
4. **Strategic Competencies** - The strategies that help the student learn and communicate more effectively.

## STUDENT SPECIFIC PROGRAM PLAN

### E Course Plan – Grades 9-12+

<b>Course:</b>	EALLIT10F
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Student Specific Outcome (to be achieved by the end of the school year):

Priority Course/Language Outcomes	Strategies/ Materials
<p><b>The course will use themed units to develop listening, reading, writing and speaking skills.</b></p> <ol style="list-style-type: none"> <li>1. <b>Linguistic Competency</b> <ul style="list-style-type: none"> <li>- Alphabet and numbers</li> <li>- Common everyday words</li> <li>- Grammar: verb tenses (simple past, simple present)</li> <li>- Using language to compare and contrast</li> <li>- Simple sentences</li> <li>- Short paragraphs</li> <li>- Brief presentations</li> <li>- Short conversations</li> <li>- Following and giving directions</li> <li>- Understanding key information on forms</li> <li>- Identifying main ideas in a text</li> </ul> </li> <li>2. <b>Contextual Applications</b> <ul style="list-style-type: none"> <li>- Express simple emotions and needs</li> <li>- Share thoughts and opinions using single words or short phrases</li> <li>- Make predictions</li> </ul> </li> </ol>	<p><b>Teachers may use strategies such as:</b></p> <ul style="list-style-type: none"> <li>• Visual Daily schedule is provided.</li> <li>• Assignments are broken down into chunks or subtasks.</li> <li>• Clarification is provided as needed.</li> <li>• Complex tasks are broken down into smaller subtasks.</li> <li>• Concise, short, simple sentences are used during instruction.</li> <li>• Movement is incorporated into lessons.</li> <li>• Physical cues are used (e.g. touch to re-direct).</li> <li>• Short work periods are spaced with breaks or change of task.</li> <li>• Small group or one on one instruction.</li> <li>• Variety of learning activities are provided.</li> <li>• Verbal directions are broken down into small steps.</li> <li>• Vocabulary and concepts are pre-taught at school and may be sent home for practice.</li> <li>• Visual materials to supplement verbal instructions or information (e.g. charts, graphic organizers, objects, pictures, key words)</li> <li>• Comprehension checks are provided frequently.</li> <li>• Encourage feedback from student to check for understanding (e.g. repeat back instructions, state what they know).</li> </ul>



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## STUDENT SPECIFIC PROGRAM PLAN

Priority Course/Language Outcomes	Strategies/ Materials
<ul style="list-style-type: none"> <li>- Make connections between life experience, prior knowledge and the Canadian context</li> </ul> <p><b>3. Intercultural Communication and Global Citizenship</b></p> <ul style="list-style-type: none"> <li>- Learn and develop an appreciation for Canadian Holidays, special events and behaviours.</li> <li>- Develop a multicultural awareness about a variety of topics.</li> <li>- Interact with students from a variety of cultures.</li> </ul> <p><b>4. Strategic Competence</b></p> <ul style="list-style-type: none"> <li>- Use a word journal to learn and remember new vocabulary.</li> <li>- Listen or read for key words to derive meaning.</li> <li>- Seek assistance (understand that questions and/or mistakes is a natural part of language learning.</li> <li>- Use pictures to help understanding or predict content.</li> <li>- Use first language to fill in unknown words.</li> <li>- Seek help from others (teachers or other students)</li> <li>- Self-assessment and goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Important information is restated, paraphrased, and emphasized. Written key steps are provided to support oral instruction.</li> <li>• Key points concepts/vocabulary posted in classroom.</li> <li>• Simplify verbal instructions.</li> <li>• Hands-on learning activities are frequently used.</li> <li>• Instructions are given clearly and slowly.</li> <li>• Positive verbal feedback is provided.</li> <li>• Bilingual learning tools are allowed (bilingual dictionaries, dual language books, first language tools).</li> <li>• Sentence starters or stems are provided.</li> <li>• Text is adjusted or selected to match the learner's language development stage.</li> <li>• Adjustments are made to assignments to focus on language learning.</li> <li>• Use of home language is allowed and encouraged in specific learning tasks.</li> <li>• Word retrieval strategies are provided (e.g. give a sound clue).</li> <li>• Opportunities are provided to read daily with teachers and EA's.</li> </ul>

\*Please refer to Provincial Report Card for evaluation.