



Fort Richmond Collegiate

99 Killarney Ave. | Winnipeg, MB R3T 3B3 | 204.275.7520
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+

Course:	EAL 11G
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Student Specific Outcome (to be achieved by the end of the school year):

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



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STUDENT SPECIFIC PROGRAM PLAN

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

*Please refer to Provincial Report Card for evaluation.