



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 31G
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Student Specific Outcome (to be achieved by the end of the school year):

Priority Course/Language Outcomes	Strategies/ Materials
<p>Students will read, write, speak and listen in order to understand and produce:</p> <p>1. Linguistic Competency</p> <p>Know and use an increasing repertoire of words and phrases Engage in and sustain social and academic interactions Grammar: consistent use of taught verb tenses and sentence structure in oral and written work Listen and read to identify main ideas, supporting details and inferred information Participate in prepared and spontaneous oral presentations and discussions Organize texts of multiple paragraphs using cohesive devices Recognize and use a variety of basic text structures</p> <p>2. Contextual Applications</p> <p>Respond to emotions, ideas, opinions and values expressed by others</p>	<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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Priority Course/Language Outcomes	Strategies/ Materials
<p>Speak and write to persuade others Distinguish fact from opinion Describe and analyze problems and propose solutions Ask for and provide detailed information Synthesize and present information from basic research Connect life experience and prior knowledge to life in the global society</p> <p>3. Intercultural Communication and Global Citizenship</p> <p>Explore and reflect on issues related to diversity in Canada Develop an awareness of and demonstrate sensitivity to diverse cultural views, beliefs and practices Demonstrate the ability to communicate effectively with individuals from different backgrounds Develop an awareness of their role in their local and world communities</p> <p>4. Strategic Competence</p> <p>Select and use an increasing repertoire of cognitive and metacognitive learning strategies Develop an increasing awareness of strengths and challenges as a group member and select and use effective strategies for working with others Recognize own learning needs, set goals and make plans Develop a willingness to take risks and learn from mistakes</p>	<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. • Adjustment 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 with teachers and EA's.

*Please refer to Provincial Report Card for evaluation.