

Name: _____

ELSA 6 – Unit 1

BODY & MIND

Learner Needs Assessment

Content and Other Outcomes

- Develop your health literacy
- Understand how BC manages its health care system to provide for its citizens
- Build health related vocabulary and apply it in conversation, writing, and presentations
- Refine your critical reading abilities through comparing and contrasting articles on similar topics
- Develop the ability to manage and synthesize information from various sources to produce and present a coherent report
- Build teamwork skills through collaborative exercises geared toward creating a group presentation



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
🔊 CLB 7-II: Understand moderately complex directions and instructions for technical or non-technical tasks.			
Speaking			
🗣️ CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures.			
Reading			
📖 CLB 7-IV: Access, locate and integrate information from online reference sources.			
Writing			
✍️ CLB 7-III: Complete extended forms requiring detailed personal information.			

Possible Topics

This unit explores health issues that affect both the bodies and the minds of individuals, communities, or large populations.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Diseases, symptoms, and treatments		
2. Differences between modern and traditional medicine		
3. Disease prevention		
4. Mental health issues		
5. Drug addiction		
6. Caring for seniors and disabled people		
7. Homelessness		
8. Poverty and health		
9. Children's health		
10. Impacts of an aging population		
11. BC Medical Services Plan (MSP) and extended health care		
12. Physical fitness and healthy lifestyles		
Other?		

What questions do you have about mental and physical health? Do you have any special knowledge about health issues that you can share?

ELSA 6 – Unit 2

EMPLOYMENT & WORKPLACE

Learner Needs Assessment



Content and Other Outcomes

- Identify your personal goals, skills, experience, and interests
- Improve your résumé and letter writing skills and produce ready-to-use tools for the job search
- Gain job hunting and interviewing skills
- Research and visit local employment and volunteer organizations
- Differentiate between soft and hard skills

CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
🔊 CLB 7-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).			
Speaking			
🗣️ CLB 7-I: Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).			
🗣️ CLB 7-I: Participate in routine phone calls.			
Reading			
📖 CLB 7-I: Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).			
📖 CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations and advice.			
Writing			
✍️ CLB 7-II: Reduce a text of up to about 2 pages to an outline or a summary.			

Possible Topics

This unit explores employment and workplace issues that you may face in Canada.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Writing resumes		
2. Finding jobs		
3. Interview skills		
4. Networking skills (electronic and face-to-face)		
5. Business letters, emails, memos		
6. Politeness in the workplace		
7. Workplace relationships, challenges, bullying		
8. Gender differences in employment		
9. Unions and professional associations		
10. BC and Canadian labour laws (e.g., minimum wage, paid vacation, leaves, breaks)		
11. Workers' Compensation (WorkSafeBC) and Employment Insurance		
Other?		

What questions do you have about employment in Canada? Do you have any special knowledge about employment and workplace issues that you can share?

Name: _____

ELSA 6 – Unit 3

IMMIGRATION & MULTICULTURALISM

Learner Needs Assessment

Content and Other Outcomes

- Express opinions about immigration and multiculturalism in Canada
- Survey immigration and multiculturalism policy from historical and contemporary perspectives
- Increase your cultural understanding of immigration and multiculturalism
- Build vocabulary related to immigration, multiculturalism, race, and ethnicity and apply it in speaking and writing
- Refine your critical reading abilities through critiquing immigration and multiculturalism in Canada
- Build confidence in speaking and conversing through an extended interview with a newcomer



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 7-III: Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.			
Speaking			
🗣️ CLB 7-IV: Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.			
Reading			
📖 CLB 7-IV: Understand moderately complex extended descriptions, reports and narrations on familiar topics.			
Writing			
✍️ CLB 7-IV: Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison or provide a detailed description of a person, system, routine or procedure.			

Possible Topics

This unit covers the history and contemporary policies and practices of immigration to Canada and British Columbia, and policies, practices, and organizations promoting multiculturalism.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Life histories of immigrants in BC		
2. The Chinese Head Tax in the 1920s		
3. The Internship of the Japanese during WWII		
4. Immigration policies and the immigration sources to British Columbia		
5. Where immigrants have settled over time in British Columbia		
6. Maintenance of first languages and cultures		
7. Quebec's approach to immigration and multiculturalism.		
8. Effects of diversity in a country or region		
9. Comparing and contrasting countries with varying levels of immigration		
10. Canada's immigration policies, practices, and services		
Other?		

What questions do you have about immigration and multiculturalism in Canada? Do you have any special knowledge about this topic that you can share?

Name: _____

ELSA 6 – Unit 4

FAMILY & RELATIONSHIPS

Learner Needs Assessment



Content and Other Outcomes

Become acquainted with family services offered in BC

Describe data in charts and tables containing statistics about families and social diversity

Present personal views on family and relationship issues

Practice using language strategies for managing conversations and avoiding miscommunication

Use resources such as dictionaries, thesauri, internet search skills, and spell-checking functions on a computer

CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 7-IV: Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.			
Speaking			
🗣️ CLB 7-III: Give extended warnings, suggestions, recommendations or advice.			
Reading			
📖 CLB 7-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigations menus).			
Writing			
✍️ CLB 7-I: Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).			

Possible Topics

This unit focuses on using good communication skills to maintain and develop strong family and personal relationships in Canada.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Family and government responsibilities for social services		
2. Dating and gender differences		
3. Giving birth and raising children		
4. The roles of elders and grandparents		
5. Social network and social brain theory		
6. Marriage and common-law relationships		
7. Children's and parents' rights and responsibilities		
8. Parental roles in schools		
9. Multilingual development in children		
10. Caring for elderly people and people with disabilities		
11. Family law in BC and Canada		
12. Same sex marriage and LGBTQ rights in BC and Canada		
Other?		

What questions do you have about family and relationships in Canada? Do you have any special knowledge about family and relationships that you can share?

ELSA 6 – Unit 5

EDUCATION & TRAINING

Learner Needs Assessment

Content and Other Outcomes

- Gain an overview of post-secondary education options in BC
- Assess your personal and educational goals, challenges, and skills
- Improve your ability to navigate admissions and credentialing procedures, plan finances, and use time management and study skills
- Practice planning skills and produce a detailed, well-articulated education plan



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.			
Speaking			
🗣️ CLB 7-II: Give instructions and directions for technical and non-technical tasks, procedures and processes.			
Reading			
📖 CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.			
📖 CLB 7-III: Locate and use three or four pieces of information from moderately complex formatted texts.			
Writing			
✍️ CLB 7-II: Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.			
✍️ CLB 7-III: Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings).			

Possible Topics

This unit focuses on education and training in British Columbia and Canada.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Education of women regarding gender segregation or integration		
2. Post-secondary educational and training options		
3. Approaches to teaching and learning		
4. Status and value of teachers and education		
5. Religious or traditional education alternatives		
6. Non-formal learning outside of schools or institutions		
7. Statements about education in the UN Convention on the Rights of the Child		
8. BC public education systems		
9. Funding of formal education in BC		
10. Parent involvement in children's education		
11. Lifelong learning, workplace learning, and professional development		
12. Education and career planning for professional goals		
Other?		

What questions do you have about education and training in Canada? Do you have any special knowledge about this topic that you can share?

ELSA 6 – Unit 6

HUMAN RIGHTS & THE LAW

Learner Needs Assessment



Content and Other Outcomes

- Increase your understanding of the Canadian legal system through intensive reading and collaborative activities
- Identify human rights protections and issues in BC and Canada
- Sharpen your conversation management and critical thinking skills
- Use internet search strategies to enhance research activities
- Practice applying spelling, punctuation, and capitalization conventions when filling in forms

CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 7-IV: Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.			
Speaking			
🗣️ CLB 7-I: Participate in less routine social conversations for an expanding range of purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).			
Reading			
📖 CLB 7-IV: Access, locate and integrate information from online reference sources.			
Writing			
✍️ CLB 7-III: Complete extended forms requiring detailed personal information.			

Possible Topics

This unit focuses on human rights and the law in British Columbia and Canada.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Human rights, and how they relate to people's needs, desires, status, responsibilities, and capabilities		
2. The relationship between human rights and the law		
3. The history of human rights legislation		
4. Rights in the workplace		
5. Individual vs. collective rights		
6. Equal treatment for minorities before the law and in society		
7. Rights and responsibilities across cultures		
8. The roles of the courts, the Canadian Human Rights Commission, legislators, the media, and educators		
9. Citizens' right to protest		
10. The difference between civil and criminal law		
11. Restorative justice		
Other?		

What questions do you have about human rights and the law in Canada? Do you have any special knowledge about human rights and the law that you can share?

ELSA 6 – Unit 7

ABORIGINAL COMMUNITIES

Learner Needs Assessment

Content and Other Outcomes

- Increase your understanding of Aboriginal communities in BC
- Develop an appreciation for core traditions of various Aboriginal societies, such as the oral tradition
- Develop map-reading strategies to locate traditional territories of Aboriginal groups in BC
- Develop your ability to extract information and summarize it for other people
- Read and interpret formatted texts such as timelines, charts, and tables



CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 7-III: Understand moderately complex communication intended to influence or persuade (such as requests, reminders, orders and pleas) in situations related to personal or general experiences.			
Speaking			
🗣️ CLB 7-IV: Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussion or meetings.			
Reading			
📖 CLB 7-IV: Understand moderately complex extended descriptions, reports and narrations on familiar topics.			
📖 CLB 7-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and flow charts or website navigation menus).			
Writing			
✍️ CLB 7-II: Reduce a text of up to about 2 pages to an outline or summary.			

Possible Topics

This unit explores the historical and contemporary conditions and perspectives of Indigenous peoples and their descendants and communities in Canada. Aboriginal is the common term used by governments to refer to First Nations, Métis, and Inuit peoples.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. History of contact between settlers and Aboriginal people in Canada		
2. Treaties and treaty-making processes, historically and today		
3. Interpretations of Canadian history and the Canadian nation-state		
4. Linking linguistic, cultural, and biological and ecological diversity		
5. Aboriginal languages in Canada and how they relate to culture		
6. Aboriginal approaches to environmental conflicts		
7. History of residential schools in Canada		
8. Aboriginal governance organizations and structures in BC and Canada		
9. Differences in approaches to conflict resolution, restorative justice, governance, and community development		
Other?		

What questions do you have about Aboriginal communities in Canada? Do you have any special knowledge about Aboriginal communities that you can share?

ELSA 6 – Unit 8

**SCIENCE, TECHNOLOGY, &
ENVIRONMENT****Learner Needs Assessment****Content and Other Outcomes**

Expand your scientific, technological, and environmental literacy

Read and listen to written and aural texts to understand key science, technology, and environmental concepts

Consider critical perspectives on environmental, scientific, and technological claims

Collaborate to produce an advocacy announcement on a science, technology, or environmental issue

Develop skills appropriate to your role in the advocacy announcement through any of the following: script writing, production planning, acting, narrating, videotaping, and producing

CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 7-II: Understand moderately complex directions and instructions for technical or non-technical tasks.			
Speaking			
🗣️ CLB 7-II: Give instructions and directions for technical and non-technical tasks, procedures and processes.			
🗣️ CLB 7-III: Give extended warnings, suggestions, recommendations or advice.			
Reading			
📖 CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.			
Writing			
✍️ CLB 7-II: Reduce short oral discourse (such as live or recorded phone messages, pre-recorded public information, podcasts or short presentations) to notes.			

Possible Topics

This unit focuses on science, technology, and the environment as they affect the day-to-day life of Canadians.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Population, consumption and per capita ecological footprints		
2. Food consumption, households, and lifestyles		
3. Energy consumption and sources		
4. Scientific thinking and evidence vs. other forms of belief or reasoning		
5. Economic development and quality of life		
6. Bhutan's approach to Gross National Happiness, as opposed to the GNP		
7. Important Canadian scientists		
8. Canadian scientific and technological inventions		
9. The Canadarm and its use on the Space Shuttle		
10. Green economies, energy policies, and taxation in BC and Canada		
11. Reduce, reuse, recycle policies and practices		
Other?		

What questions do you have about science, technology, and the environment in Canada? Do you have any special knowledge about science, technology, and the environment that you can share?

ELSA 6 – Unit 9

HISTORY & GEOGRAPHY OF CANADA



Learner Needs Assessment

Content and Other Outcomes

- Study Canadian history and key historical events
- Learn about Canadian geography, regions, climate, and resources
- Research major historical events and evaluate and give opinions about them
- Engage in team work to prepare and deliver a presentation
- Write an extended description of historical events using correct paragraph format, and transitioning and connecting words.

CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.			
Speaking			
🗣️ CLB 7-IV: Give presentations about moderately complex processes, to tell stories or to describe, compare and contrast in detail 2 events, jobs, or procedures.			
Reading			
📖 CLB 7-III: Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).			
📖 CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations and advice.			
Writing			
✍️ CLB 7-IV: Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.			

Possible Topics

This unit explores the history and geography of Canada.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Perspectives of the early settlers and Aboriginal peoples of Canada		
2. The influence of geography and the environment on culture and cultural perspectives		
3. Cultural celebrations in Canada		
4. The similarities and differences between the history of Canada and the histories of other countries		
5. The similarities and differences between Canada and the USA		
6. Interactions between the early settlers and Aboriginal communities		
7. Patterns of immigration in Canadian history		
8. Important points in Canadian and British Columbia history		
9. Geographical regions of Canada		
10. Important historical figures in Canada		
Other?		

What questions do you have about the history and geography of Canada? Do you have any special knowledge about the history and geography of Canada that you can share?

ELSA 6 – Unit 10

BUSINESS & CONSUMERISM

Learner Needs Assessment



Content and Other Outcomes

- Increase your understanding of consumer protections
- Practice telephone and email skills
- Practice strategies to compensate for or prevent communication breakdown
- Access, analyze, and summarize the information needed to start a small business
- Identify steps to complete formal complaints

CLB Outcomes

The list below shows the language skills we will be covering in this unit. Look at the list, and think about your ability for each. Check the appropriate boxes.

	<i>I can't do this.</i>	<i>I can do this, but I need more practice.</i>	<i>I can already do this.</i>
Listening			
👂 CLB 7-I: Understand moderately complex social exchanges (such as expressions of and responses to gratitude, hopes, appreciation, complaints, disappointment, satisfaction, dissatisfaction, approval and disapproval).			
Speaking			
🗣️ CLB 7-I: Participate in routine phone calls.			
Reading			
📖 CLB 7-I: Understand moderately complex personal and public social messages (such as those conveying appreciation, complaints, hopes, satisfaction and dissatisfaction).			
Writing			
✍️ CLB 7-I: Convey personal messages in formal and informal correspondence for an expanding range of social purposes (such as expressing and responding to appreciation, complaints, disappointment, satisfaction, dissatisfaction or hope).			
✍️ CLB 7-III: Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings).			

Possible Topics

This unit explores the language, tasks, regulations and services relevant to conducting business in Canada, from the perspective of both business owners and consumers.

Which of these possible topics are most interesting to you? In a group, decide on the three most interesting topics and mark them in the **Yes!** column. Next, decide on three topics that your group is not interested in studying. Mark them in the **No.** column.

Topics	Yes! We want to learn more about this.	No. We're not interested in this.
1. Pricing and purchasing customs and practices		
2. Making a formal or informal complaint		
3. Small business ownership		
4. Banking transactions and practices		
5. Advertising		
6. Projections for success with various types of businesses		
7. Government involvement in business		
8. Consumer protections		
9. Profiles of successful business people		
10. Business ethics		
11. Resources for product information		
Other?		

What questions do you have about business and consumerism in Canada? Do you have any special knowledge about business and consumerism that you can share?
