

Curriculum Overview

The ILE curriculum has been divided into sections to support instructors in meeting the needs of all students. These sections include, *Over Arching Learning Goals*, *Strand Specific Learning Goals*, *Topics* and *Language Structures*.

Over Arching Learning Goals

- Students should have opportunities to achieve these goals, no matter what part of the language they are learning.
- These goals should be part of the learning in the classroom **every day**.

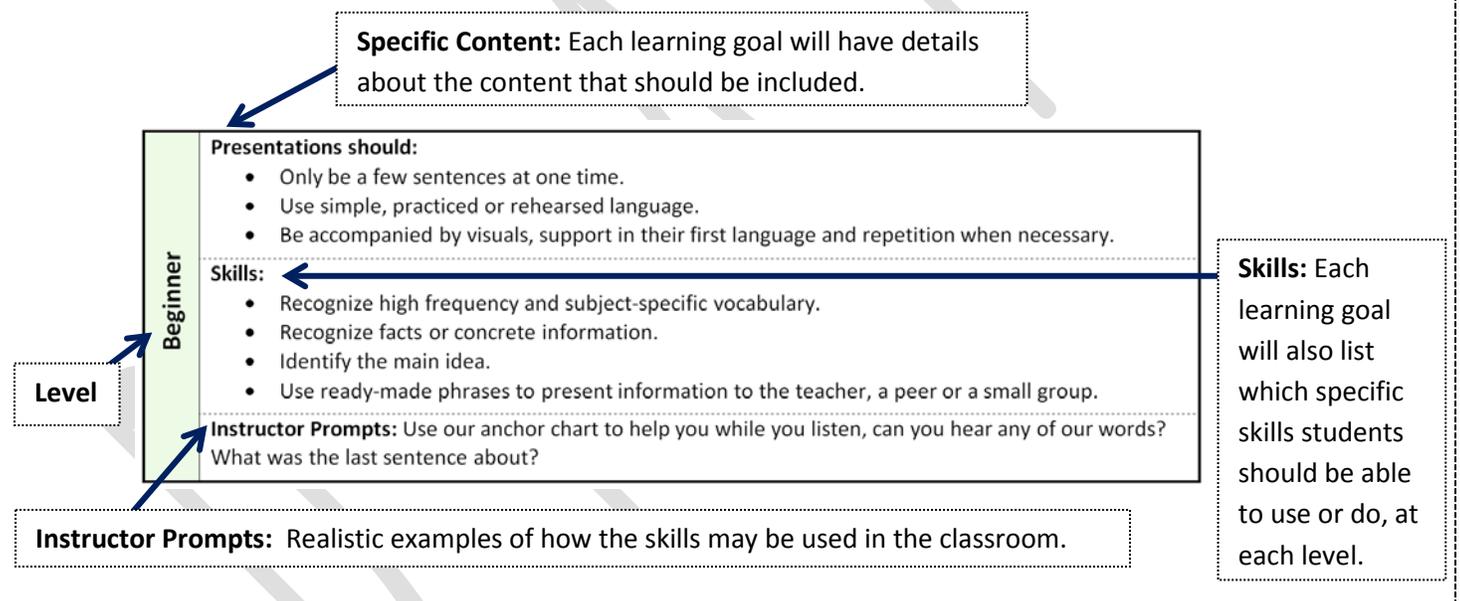
Strand Specific Learning Goals

- Students should have opportunities to achieve these goals while they are learning in a particular strand.
- Within each strand, students should have opportunities to practice different **skills** and experience a variety of **content**.

The Strands

- Divided into; **Oral Communication** (Listening & Speaking), **Reading and Writing**
- Each Strand is also divided into levels; **beginner**, **intermediate** & **advanced**.
 - These levels describe the **skills** that need to be taught and also what **specific content** should be covered.

The Layout of each Learning Goal:



Topics

- Guide to find **context** for teaching the Over Arching and Strand Specific Learning Goals.
- Separated by grade so learning materials and content are age appropriate.
- **Extend** what the students are learning in the day school classroom.

Language Structures (*Punctuation, Grammar etc*)

- Should be taught in context **throughout all three strands**.
- Generic Language Structures Guide has been created to help decide which language structures to teach.

A **Glossary** of key terms and **Appendices** which include detailed descriptions and practical resources for skills and content found within each strand will also be included in the ILE Curriculum Document.

The Overarching Learning Goals should be part of the learning in all three strands; Oral Communication, Reading and Writing.

Students should have multiple opportunities to practice the skills needed to achieve these goals in each of the strands.

Overarching Learning Goals:

Learning Goal 1: To make connections between myself, community, the world around me and what I am learning.

Learning Goal 2: To be able to create representations of what I learned that express my ideas.

Learning Goal 3: To understand Metacognition and the importance of reflecting on my own learning.

Over Arching Learning Goal 1: To make connections between myself, community, the world around me and what I am learning.

Throughout all three strands students will have varied, *age appropriate* opportunities to **make connections** between the learning and other *texts*, their *own experiences* and things happening in their *school, community* and the *world* (see Appendix 2 for topics).

Beginner	Tasks should: <ul style="list-style-type: none">• Be supported with visuals, graphic organizers, rewording, use of English and guidance.• Use pausing for time to think and experiment.• Be simple and only be a few words or one sentence in length.
	Skills: <ul style="list-style-type: none">• Compare sounds or words.• Match words with pictures.• Recognize similarities or differences.• Use mixed language (English and the target language) to try and explain their connection.• Create a simple, new thought linked to the listening.
	Instructor Prompts: I have a dog. Do you like dogs? <i>Student:</i> No, I have a cat.

Intermediate	Tasks should: <ul style="list-style-type: none">• Be supported with visuals and some guidance.• Be straightforward and to the point about concrete and familiar topics.• Short or broken down into small chunks.
	Skills: <ul style="list-style-type: none">• Summarize ideas.• Describe the ideas from two sources.• Make connections between the main points of two sources.• Combine the main ideas or key points from two sources.• Make connections to experiences or stories they know in English, using word for word translation.
	Instructor Prompts: How do you help stop pollution? <i>Student:</i> "I use the trash can" or "We picked up garbage on the playground" or "My car is electric, no pollution".

Advanced	Tasks should: <ul style="list-style-type: none">• Be supported with visuals as needed.• Be about familiar or new curriculum topics.• Be more complex and broken into 3-5 minute chunks.
	Skills: <ul style="list-style-type: none">• Combine information from multiple sources and add their own opinions (Synthesize).• Compare and contrast information.• Connect ideas to their past experiences or to things they want to do in the future.• Analyze and translate stories or experiences from English into the target language to explain their connection.
	Instructor Prompts: What is the moral of the "Turtle and the Hare"? <i>Student:</i> My Mom always says don't rush your homework. At the end it just takes more time to go back and fix the mistakes.

Each of the three strands has its own set of **Specific Learning Goals.**

Students should have multiple opportunities to achieve these goals within each strand.

Oral Communication: Strand Specific Learning Goals

Category 1- Understanding what the Speaker is Saying

Learning Goal 1: To understand and give oral presentations.

Learning Goal 2: To understand and take part in conversations.

Learning Goal 3: To understand and produce announcements and instructions.

Category 2- Understanding what the Speaker is Implying

Learning Goal 1: To understand how attitudes, emotions, point of view and certainty are implied.

Learning Goal 2: To understand and use formal and informal language.

Category 3-Active Listening Strategies

Learning Goal 1: To understand and use verbal active listening strategies.

Learning Goal 2: To understand and use non-verbal active listening strategies.

Category 4- Spoken Fluency

Learning Goal- To be able to speak fluently.

Category 1/ **Learning Goal 2: To understand and take part in conversations.**

Students will have varied, *age appropriate* opportunities to **listen to** and **take part in** conversations about classroom routines and curriculum topics with their peers and the instructor, in order to **exchange** or **obtain** new information.

Beginner	Conversations should: <ul style="list-style-type: none">• Be practiced or rehearsed, prepare to interact by making predictions, brainstorming, etc.• Include visuals, gesturing, repetition, re-wording and support in English when necessary.• About only one topic at a time.• Be simple and chunked into single sentences or in some cases one word at a time.
	Skills: <ul style="list-style-type: none">• Repeat or mimic simple conversation starters and enders (Ex: Hi, Hello, Goodbye).• Use practiced, ready-made phrases to give simple directions, personal information (name, favourite things, age etc), describe people, things or places, make a simple request or suggestion.• Use practiced vocabulary to tell the time, describe school routines (line up, washroom, lunch etc)
	Instructor Prompt: "What do we say when we need to go to the washroom?" Student: "Washroom, please?"

Intermediate	Conversations should: <ul style="list-style-type: none">• Use familiar vocabulary and phrases, be supported by visuals, be short and straightforward.• Usually be about one concrete topic at a time, but can change on occasion.• Happen in small groups and one-on-one.
	Skills: <ul style="list-style-type: none">• Use familiar conversation starters and enders (How are you, Nice to see you etc).• Use familiar language structures and vocabulary to give or listen to multi-step directions, describe an experience or event, express basic opinions (agreement, disagreement, surprise etc), describe their understanding, follow and describe new classroom or school routine.
	Instructor Prompt: "What time of the day does school end?" Student: "At 3:30pm, we go home".

Advanced	Conversations should: <ul style="list-style-type: none">• Be about familiar or new curriculum topics.• Be more complex and change topic regularly.• Contain opinions, arguments or multiple perspectives (discussions)• Happen one-on-one and in small or large groups.
	Skills: <ul style="list-style-type: none">• Use a variety of conversation starters and enders (Good Afternoon, See you tomorrow, etc).• Maintain conversations by encouraging others or asking questions.• Take turns without overlapping.• Use familiar language structures, vocabulary and indirect speech to describe feelings, hopes or plans, develop an argument with facts, express opinions or reactions (interest, regret etc) and synthesize ideas.
	Instructor Prompt: "Why are you late?" Student: "Sorry Miss, we were stuck in a traffic jam!"

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