

# ESL Template for Instruction:

## Summary:

This document will include an assimilation of various curriculum and subject oriented information in order to create an ESL program for Elementary school use. Some of the sources for the information to be found below were taken from the NWT, Alberta, and Quebec education departments as well as from the education department of Nunavut. A consideration of culture both unique to the region and community will often be represented in the content and manner in which it is delivered no matter the curriculum elements used.

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## Categories 1 and 4:

These categories will involve **three cycles** as expressed under the progression of English as a second language by the Education Department of Quebec. These cycles will be defined as such:

Cycle 1 (C1)	Cycle 2 (C1)	Cycle 3 (C1)
Mostly natural emergence of the English Language using authentic songs, rhymes and stories, and participation in classroom routines.	Creation of a personal repertoire of functional language by participating in classroom routines and through tasks mostly pertaining to familiar environments (e.g. school, home, neighbourhood, family)	Development of a personal repertoire of functional language by participating in classroom routines and through tasks often pertaining to topics with a broader scope. (e.g. ecology, heroes, children from other countries)
Cycle 1 (C4)	Cycle 2 (C4)	Cycle 3 (C4)
Discovery of text components through the use of authentic songs, rhymes and stories with the support of the group	Use of text components to understand texts mostly pertaining to familiar topics (e.g. hobbies, pets, imaginary creatures)	Use of text components to understand texts often pertaining to topics of a broader scope (e.g. friendship, heroes, ecology)

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