



**English Language Learning
Learning Support Services
American Academy Casablanca**

**Entering Level Course Description
(6-12)**

Course Overview:

The Entering ELL program is an English acquisition accelerated program that pushes beginner students to improve their language knowledge and the four skills of language -- listening, speaking, reading and writing. The program's ultimate objective is to ensure seamless academic integration into core classes with English Language proficiency.

Impact Level 4 curriculum consists of eight units that tackles the four skills of the English Language using visual aids, students' centered approach and project based learning. This textbook goes hand in hand with the Course Overall Objectives stated above. Detailed description of each unit will be provided within each unit plan.

Late Work Policy

Each day an assignment is late, you will receive 10% off the total points possible. After 2 weeks the assignment can no longer be turned in because the result is a zero.

Course Overall Objectives

Quarter 1	Listening	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, idiomatic language, and/or the message or theme in grade-level spoken discourse
	Speaking	Student uses phrases and simple sentences to ask questions, paraphrase information, and contribute to a conversation. Response may contain errors in words and structure that mostly obscure meaning.
	Reading	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text
	Writing	Student uses words, phrases, and simple sentences to provide an orientation, organized or connected ideas, or closure in a written text. Writing includes basic orientation, organized or connected ideas, or closure.
Quarter 2	Listening	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.

	Speaking	Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence. Response may contain errors in words and structure that mostly obscure meaning.
	Reading	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a gradelevel text.
	Writing	Student may use common Tier 1 and grade-level Tier 2 words or short phrases to describe ideas or facts in a written text. Writing lacks descriptions of ideas or facts.
Quarter 3	Listening	Students may determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.
	Speaking	Student uses phrases and simple sentences to partially analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons. Response may contain errors in words and structure that mostly obscure meaning.
	Reading	Students may determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact in a gradelevel text.
	Writing	Student may use words or short phrases to provide a character, a detail, an event, or closure to develop a narrative text. Writing lacks development of characters, details, events, or closure.
Quarter 4	Listening	Student can, with substantial support, identify some words, phrases, or a few simple sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level spoken discourse.
	Speaking	Come moderately prepared for discussions by having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
	Reading	Student can, with substantial support, identify most phrases, simple sentences, or a few expanded or complex sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship in grade-level texts.
	Writing	Student may use words or short phrases to provide a claim or closure to develop an informational text. Writing includes basic development of claims and evidence, support, or closure.