



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

**Entering Level Course Description
(KG-2)**

Course Overview:

The ELL program is an English acquisition accelerated program that pushes 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	Students may, with substantial support, determine information in grade-level spoken discourse and identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, a narrator, and/or the main idea in grade-level spoken discourse.
	Speaking	Students distinguish simple and daily routine words in simple sentences, questions. Student production may contain errors in words and structure that mostly obscure meaning.
	Reading	Students may, with substantial support, be able to sound letters, combine them to pronounce 2-3 letter words with no confusion. Realize characters, setting, plot, retell the main idea and key details, ask and answer simple questions in a grade-level text.
	Writing	Students use words, phrases to provide an orientation, organized or connected ideas in a written text. Writing includes basic orientation, organized or connected ideas, or closure.
Quarter 2	Listening	Students may, with substantial support, identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.
	Speaking	Students use verbs, nouns, and adjectives in simple sentences to describe or

		convey some relevant ideas and thoughts. Response may contain errors in words and structure that mostly obscure meaning.
	Reading	Students should, with substantial support, be able to sound letters, combine them to pronounce 4-5 letter words with no confusion. Realize characters, setting, plot, retell the main idea and key details, ask and answer simple questions in a grade-level text.
	Writing	Students 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, with substantial support, determine the meaning of a few Tier 1 words in grade-level spoken discourse. .
	Speaking	Students use phrases and simple sentences to partially analyze a topic, interpret what they see, and express their personal thoughts. Produced language may contain errors in words and structure that mostly obscure meaning.
	Reading	Students should, with substantial support, be able to sound letters, combine them to pronounce 4-5 letter words with no confusion. Realize and predict relationships between characters, settings, and plot. Retell the main idea and key details, ask and answer simple questions in a grade-level text.
	Writing	Students may use words or short phrases to provide a character, a detail, an event, or closure to contribute to developing a narrative text. Errors are prone to occur in spelling and sentence structure. Thus, ambiguity in meaning.
Quarter 4	Listening	Students may, with substantial support, identify a few words, short phrases, or predictable sentences. Also, distinguishes elements from conversations and dialogues
	Speaking	Come moderately prepared for discussions by having read material under study; explicitly draw relationships between settings, characters, and plot from texts to stimulate a thoughtful, well-reasoned exchange of ideas.
	Reading	Students should, with substantial support, be able to sound letters, combine them to pronounce 5-6 challenging letter words. Realize and predict relationships between characters, settings, and plot. Use illustrations to demonstrate understanding and clarify text.
	Writing	Students may use words or short phrases to express a thought or closure to contribute to developing an informational text. Writing includes basic development of complete ideas with few supporting details.