



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

**Entering Level Course Description
(3-5)**

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 , identify a few words, short phrases, or predictable sentences that signal important individuals, ideas or concepts, events, point of view, and/or the main idea in grade-level spoken discourse.
	Speaking	Students can use grade-appropriate language to initiate a discussion of a topic or text with visual aids. Students should be able to ask/answer simple questions to develop a conversation/dialogue.
	Reading	Students may, with substantial support , identify a few words, short phrases, or predictable sentences that signal important individuals, ideas, events, point of view, and/or the main idea in a grade-level text.
	Writing	Students should be able to use grade-appropriate language to introduce, develop, link, and complete thoughts and ideas in a written text.
Quarter 2	Listening	Students may, with substantial support , identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, and/or relationships in grade-level spoken discourse.

	Speaking	Students can use grade-appropriate language to describe information on a topic or text, with or without visual aids. Student does not respond or uses words or short phrases to describe or convey some details and narrate a story or process in sequence.
	Reading	Students may, with substantial support , identify a few words, short phrases, or predictable sentences that signal or describe key details, sequence, connections, and/or relationships in a grade level text.
	Writing	Students may use the most frequent Tier 1 words or predictable phrases to describe ideas or facts in a written text to describe detailed ideas or facts in a written text.
Quarter 3	Listening	Students should be able to determine the meaning of vocabulary . They might be able to determine the literal meaning of some Tier 1 words in the grade-level spoken discourse.
	Speaking	Students can use grade-appropriate language to analyze a topic or text , with or without visual aids. Students should be able use phrases and simple sentences to partially analyze a topic, and provide an opinion supported by a reason.
	Reading	Students should be able to determine the literal or figurative meaning of Tier 1 vocabulary in a grade-level text.
	Writing	Students should be able to use words or short phrases to provide or refer to a description or an event to develop a narrative text in a grade level language.
Quarter 4	Listening	Students can identify language structures that develop narrative elements, key details, and central ideas. Students should be able to identify a few words, expressions/language markers which form opinions or statements, events, and characters in grade-level spoken discourse.
	Speaking	Students, with substantial support, should be able to demonstrate posters, audios, videos, stories and different recordings. Students should be able to their thoughts and alter different points of view.
	Reading	Students should be able to determine the literal or figurative meaning of Tier 1 and some Tier 2 vocabulary including the cumulative meaning of words and phrases, and their impact in a grade level text.
	Writing	Students should be able to use words or short phrases to provide an idea to develop an informational text.