



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

**Emerging/ Transitioning Level Course Description
(6-12)**

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 and 3 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 can, with limited support, identify most phrases, simple sentences, or a few expanded or complex 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 simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation. Response may contain fewer errors in words and structure that partially obscure meaning.
	Reading	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex 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 phrases, simple sentences, and occasionally expanded and/or complex sentences to provide an orientation, logically organized or connected ideas, and/or closure in a written text. Writing includes limited orientation, logically organized or connected ideas, and/or closure. Writing includes

		occasional errors; errors may obscure meaning.
Quarter 2	Listening	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex 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 can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.
	Writing	Student uses words and phrases, including a few grade-level vocabulary words, to describe detailed ideas and/or facts in a written text. Writing includes minimally detailed descriptions of ideas and/or facts. Writing includes occasional errors; errors may obscure meaning.
Quarter 3	Listening	Student can determine most of the literal and a few of the figurative or connotative meanings of grade level vocabulary, including the cumulative meaning of words and phrases, and their impact 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 few errors in words and structure that may obscure meaning.
	Reading	Student can determine most of the literal and a few of the figurative or connotative meanings of vocabulary words/ expressions, including the cumulative meaning of words and phrases, and their impact in a grade-level text.
	Writing	Student uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide or refer to multiple characters, details, sequenced events, and/or closure to develop a narrative text. Writing includes limited development of multiple characters, details, sequenced events, and/or closure. Writing includes occasional errors; errors may obscure meaning.
Quarter 4	Listening	Student can, with limited 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 spoken discourse.
	Speaking	Come greatly 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 limited 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 uses phrases, simple sentences, and occasionally expanded and/or complex sentences to provide cohesive claims and evidence, a variety of support, and/or closure to develop an informational text. Writing includes limited development of cohesive claims and evidence, a variety of support, and/or closure. Writing includes occasional errors; errors may obscure meaning.

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