

Hmong Literacy II (1910)

Description This course is designed for students who have basic background knowledge of written Hmong. Oral language skills in Hmong are still considered to be a prerequisite for Hmong Literacy II. Students will focus on the development of more advanced reading and writing skills and, in particular, the use of proper grammar and standard usage. Traditional Hmong cultural practices will also be discussed in greater detail than in Hmong Literacy I. Hmong Literacy class will also help students learn English and improve in other academic areas. Finally, the knowledge gained in this class will help bridge the gap between generations.

In this class, students work toward the mastery of Hmong consonants, vowels and tone markers. At the same time, students will understand more complex vocabulary and read and write at a more advanced level.

Credits 1 Credit

Prerequisites Hmong Literacy I or get permission from the instructor before enrolling for this class

Textbooks/Resources *Phau Xyam Nyeem Ntawv Hmoob, Hmoob Nyob Paj Tawg Teb by Chij Tsab, Grandmother's Path, Grandfather's Way* 2nd Edition by Lue Vang

Required Assessments State Standardized Test is not applicable
Hmong Literacy II District Assessment

Board Approved March, 2008

Revised NA

AASD Goals for Hmong Literacy II Students:

- To use Hmong to aid learning academically in all content areas.
- To use Hmong to communicate in social settings.
- To use Hmong in socially and culturally appropriate ways.

AASD Standards for Students in Hmong Literacy II*

I. Hmong in Social Settings

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| A. Students will use Hmong to interact in Hmong Literacy class and elsewhere as appropriate. | <ol style="list-style-type: none"> 1. Participating in full-class, group and pair discussions. 2. Explaining actions. 3. Asking and answering questions. 4. Requesting information and assistance. 5. Requesting and providing clarifications. |
| B. Students will interact in, through, and with spoken and written Hmong for personal expression and enjoyment. | <ol style="list-style-type: none"> 1. Expressing personal needs, feelings and ideas. 2. Participating in popular culture. 3. Sharing social and traditional cultural values. |
| C. Students will use learning strategies learned in Hmong Literacy class to extend their communicative competence. | <ol style="list-style-type: none"> 1. Using Hmong to ask for clarification. 2. Seeking support and feedback from others. 3. Focus attentively and selectively. |

II. Hmong to Achieve Academically in all Content Areas

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| A. Students will use Hmong to communicate in Hmong Literacy class and elsewhere as appropriate. | <ol style="list-style-type: none"> 1. Engaging in conversation. 2. Getting personal needs met. 3. Sharing information. 4. Expressing needs, feelings and ideas. |
| B. Students will use Hmong to obtain, process, construct and provide subject matter in spoken and written form in Hmong Literacy class and elsewhere as appropriate. | <ol style="list-style-type: none"> 1. Formulating and asking questions. 2. Retelling information. 3. Gathering information orally and in writing. 4. Comparing and contrasting information. 5. Responding to the work of Hmong peers. |
| C. Students will use appropriate strategies learned in Hmong Literacy class to construct and apply academic knowledge. | <ol style="list-style-type: none"> 1. Focus attention selectively. 2. Recognizing the need for asking assistance appropriately from others. 3. Evaluate one's own success in a completed learning task. 4. Applying basic reading comprehension skills (such as skimming, scanning, preview and reviewing text). |

III. Hmong in Socially and Culturally Appropriate Ways

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| <p>A. Students will use the appropriate language variety register and genre according to audience, purpose and setting.</p> | <ol style="list-style-type: none"> 1. Responding to and using humor appropriately. 2. Determining appropriate topic for interaction. 3. Using a variety of writing styles appropriate for different audiences, purposes and settings. |
| <p>B. Students will use nonverbal communication appropriate to audience, purpose and setting.</p> | <ol style="list-style-type: none"> 1. Using acceptable tone, volume, stress and intonation, in various social settings. 2. Recognizing and adjusting behavior in response to nonverbal cues. 3. Demonstrating knowledge of acceptable nonverbal classroom behaviors. |
| <p>C. Students will use the appropriate learning strategies learned in Hmong Literacy class to extend their sociolinguistic and sociocultural competence.</p> | <ol style="list-style-type: none"> 1. Deciding when use of slang is appropriate. 2. Seeking information about appropriate language use and behavior. 3. Self-monitoring and self-evaluating language use according to setting and audience. |

*Adopted from ESL Standards for Pre-K – 12 Students, publication of Teachers of English to Speakers of Languages, Inc., Bloomington, IL, 1999.

| Course Objectives | Performance Indicators | Classroom Assessments |
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| <p>1. Use standard, oral Hmong language appropriately.</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. interacts with a Hmong adult in a formal and informal setting. b. demonstrates an understanding of ways to give and receive compliments, show gratitude, apologize and express anger or impatience. c. expresses humor through verbal and nonverbal means. d. advises Hmong peers on appropriate behaviors in and out of school setting. | <ul style="list-style-type: none"> • Tests and quizzes on selected topics • Observations • Checklists |
| <p>Above objective aligned with AASD standards: Speaking skills</p> <p>Hmong Literacy: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas; Hmong in Socially and Culturally Appropriate Ways</p> | | |
| <p>2. Utilize reading strategies to develop vocabulary.</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. practices recently learned vocabulary by teaching a Hmong peer. b. makes pictures to check comprehension of a story or process. c. locates information for leisure activity. d. uses vocabulary previously learned correctly. e. reads and identifies learned and unfamiliar words. | <ul style="list-style-type: none"> • Tests and quizzes on selected topics • Cloze vocabulary • Retelling a story |
| <p>Above objective aligned with AASD standards: Vocabulary development</p> <p>Hmong Literacy: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas; Hmong in Socially and Culturally Appropriate Ways</p> | | |
| <p>3. Use appropriate written and oral language conventions.</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. communicates with appropriate grammar. b. asks and answers questions appropriately. | <ul style="list-style-type: none"> • Written assignments • Role play • Observations • Checklists |
| <p>Above objective aligned with AASD standards: Language convention</p> <p>Hmong Literacy: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas; Hmong in Socially and Culturally Appropriate Ways</p> | | |

| Course Objectives | Performance Indicators | Classroom Assessments |
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| 4. Applies reading strategies to develop reading comprehension. | Performance will be satisfactory when the student: a. locates information appropriate to an assignment in text or reference materials. b. evaluates a written assignment using rating criteria provided by teacher. | <ul style="list-style-type: none"> • Tests and quizzes on selected topics • Checklists |
| Above objective aligned with AASD standards: Reading comprehension Hmong Literacy: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas | | |
| 5. Uses written Hmong to describe, give directions, tell a story, and to persuade. | Performance will be satisfactory when the student: a. edits and revises own written assignments. b. takes notes as a teacher presents information or during a film in order to summarize important concepts. c. keeps individual notes for language learning. d. writes business and personal letters. e. writes Hmong folk tales. | <ul style="list-style-type: none"> • Tests and quizzes on selected topics • Checklists |
| Above objective aligned with AASD standards: Writing skills Hmong Literacy: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas | | |
| 6. Use appropriate learning strategies learned in Hmong Literacy class to listen for information. | Performance will be satisfactory when the student: a. listens for directions to complete a task. b. listens for directions to a location. c. listens for making judgments. d. listens for information – main points, story retelling, summary. | <ul style="list-style-type: none"> • Tests and quizzes on selected topics • Role play • Observations • Checklists • Picture / word matching exercises |
| Above objective aligned with AASD standards: Listening skills Hmong Literacy: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas; Hmong in Socially and Culturally Appropriate Ways | | |

Resources and learning activities that address course objectives:

- State main idea
 - Take notes on information presented
 - Listen for and state major points of information presented
 - Dictations
 - Summarizes major points for a given and discussed topic
 - Retells and shares information or a story
 - Communicates with appropriate grammar
 - Cultural discussion (Cultural related topics—e.g. new year, wedding, death rituals, folk tales, etc...)
 - Reads short stories (e.g. Hmong folk tales or other materials written in Hmong)
 - Read various media: books, magazines and newspapers
 - Write short stories
 - Generates and uses various types of writing: journals, stories, directions, biographies, summaries, predictions, poems)
 - Cultural discussion (Cultural related topics—e.g. new year, wedding, death rituals, folk tales, etc...)
 - Journal writing
- **Focus Themes:**
 - Biography
 - Hmong history
 - Hmong folk tales
 - Hmong farming
 - Hmong culture and traditions
 - Riddles
 - Poems