**International Academy LEAP High School**

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| **Ms. Mao Vang**  **Ms. Lisa Boehlke** | **Grade Level: 9 - 12** | **Subject Area: ELL Reading** |
| **Course Title: 1C Oral Skills** | **Course Length: 2 quarters** | **Prerequisite: None** |

**LEAP High School Mission Statement**

**LEAP High School’s mission is to be a national leader in preparing immigrant students to become global citizens and critical thinkers. We do this by . . .**

**\* providing an engaging school experience**

**\* bridging cultural and language barriers**

**\* meeting individual learning needs**

**\* building English language fluency**

**. . . so that all students graduate prepared for a positive role in society**

**Course description:**

This course enables students to increase their oral proficiency in a safe and comfortable environment of a classroom. This course will offer a variety of interactive and communicative activities based on practical, real-life experiences. Participating in these activities will allow students to build vocabulary, improve listening skills, practice pronunciation, and increase overall oral communication.

**Literacy Goals:**

Listening: Follow classroom directions and commands

Speaking: Engage in classroom discussion using target vocabulary while speaking with understandable pronunciation and sufficient volume and accuracy

Writing: Complete classroom assignments based on topics of discussion

Reading: Read and understand target vocabulary

**Standards for listening and speaking:**

**0.8.1.1** Participate in collaborative conservations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

c. Listen to others and name emotions by observing facial expression and other nonverbal cues.

d. Follow basic oral directions.

**0.8.3.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood

**0.8.4.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**0.8.6.6** Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.

**WIDA Level 1 Listening: English language learners communicate for Social and Instructional purposes within the school setting**

**Scope and Sequence:**

|  |  |  |  |  |  |
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| **Week** | **Instructor Guided Activities** |  | **Outcomes** |  | **Assessments/**  **Assignments Due** |
| **1**  **9/ 2 - 5**  **1/20- 23** | **Unit 1**  **Classroom p. 2-3** |  | **Classroom**  **Students will be able to learn classroom words**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Classroom word match**  **Quiz- Classroom words** |
| **2**  **9/ 8- 12**  **1/26 -30** | **Unit 3**  **Family p. 16** |  | **Students will be able to share about their family**  **0.8.1.1 Participate in collaborative conservations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.** |  | **Family tree**  **Family tree presentation** |
| **3**  **9/15-19**  **2/ 2- 6** | **Unit 1**  **Time, month, season p. 4-5** |  | **Students will be able to identify the months of the year along with seasons and days of the week**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Graphic organizer Telling time Calendar**  **Quiz-time, month, season** |
| **4**  **9/22- 26**  **2/ 9- 13** | **Unit 1**  **Greeting, Time, weather pp. 6-7-8** |  | **Students will be able to greet one another according to the time**  **0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood .**  **Students will be able to describe what the weather looks and feels like.** |  | **Weather sheet**  **Quiz-Weather** |
| **5**  **9/29-10/3**  **2/ 17- 20** | **Unit 7**  **Clothing**  **pp. 48, 49, 50** |  | **Students will be able to tell the appropriate clothes for different kinds of weather.**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Quiz -Clothing** |
| **6**  **10/ 6- 10**  **2/23- 27** | **Unit 2**  **People**  **pp. 11-12-13** |  | **Students will be able to describe people of all ages using adjectives**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Describe people sheet**  **Quiz- People** |
| **7**  **10/13- 15**  **3/ 2- 6** | **Unit 2**  **Daily Routine pp. 14-15** |  | **Students will be able to explain what their ever day routine is like with peers and adults in small and larger groups.**  **0.8.1.1 Participate in collaborative conservations with diverse partners about kindergarten topics and texts** |  | **Map-Daily routine**  **Quiz Daily routine** |
| **8**  **10/20- 24**  **3/ 9- 13** | **Unit 3**  **Family, p. 16** |  | **Students will be able to share about their families.**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Family Tree**  **Family tree presentation** |
| **9**  **10/ 27- 31**  **3/ 16- 20** | **Unit 3**  **Feelings pp.18-19** |  | **Students will be able to learn a variety of feeling words.**  **0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.** |  | **Draw faces with feelings**  **Quiz-feeling** |
| **10**  **11/ 3- 7**  **3/ 23- 27** | **Unit 4**  **Life events pp. 20-21** |  | **Students will be able to make a timeline of life events**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Life timeline**  **Quiz-events** |
| **11**  **11/10- 14**  **3/30- 4/3**  **3** | **Unit 5**  **Vegetables, fruits, meat p. 34-35-36** |  | **Students will be able to identify and name vegetables and fruits**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Name the fruit/vegetable**  **Quiz- Fruit-vegetable** |
| **12**  **11/17- 19**  **4/ 6- 10** | **Unit 5**  **Packaging, dairy,** |  | **Students will be able to learn about different types of food and categorize them into groups**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Name the food**  **Quiz-Packaging/dairy food** |
| **13**  **11/24- 28**  **4/13- 17** | **t 6**  **Common foods p. 44-45** |  | **Students will be able to know a list of common foods**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Make a list of common foods**  **Quiz-Common foods** |
| **14**  **12/ 1- 5**  **4/20- 24** | **Unit 5**  **Shopping p. 40** |  | **Students will be able to practice shopping for items**  **0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.** |  | **Practice shopping for items** |
| **15**  **12/ 8- 12**  **4/27-5/1** | **Unit 6**  **Cooking a meal**  **pp.46-47** |  | **Students will be able to plan how to cook a meal.**  **0.8.1.1 Participate in collaborative conservations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.** |  | **Recipe**  **Quiz-meal plan** |
| **16**  **12/15- 19**  **5/4- 8** | **Unit 8**  **Aches, pains, and injuries, pp.62-63** |  | **Students will be able to tell and give information about various aches, pains, and injuries.**  **0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.** |  | **Act out various aches, pains, and injuries**  **Quiz-Match words to pictures.** |
| **17**  **1/ 5- 9**  **5/11- 15** | **Unit 8**  **Treatments, p. 64**  **First Aid and Health Care Items, p. 65** |  | **Students will be able to tell and give information about various treatments for aches, pains, and injuries.**  **0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.** |  | **Participate in conversations with classmates.**  **Quiz-Match pictures to words.** |
| **18**  **1/12- 16**  **5/18- 22** | **Unit 8**  **At a Medical Office**  **pp. 66-67** |  | **Students will be able to tell and give information about various activities at a medical office.**  **0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.** |  | **Participate in conversations with classmates.**  **Quiz-Match pictures to words.** |

**Assessments:**

**Formative: classroom assignments, formal speaking (rubric), class participation, observation**

**Summative: unit tests, listening tests**

**Instructional Materials:**

**Red Oxford Basic Picture Dictionary by XXXXX**

**Red Oxford Basic Picture Dictionary Workbook by XXXX**

**Teacher made supplemental materials**

**Technology and Internet:**

**Teacher will use Internet resources as necessary along with the LCD /Elmo technology. Students will use reading websites such as Tumble Books and Pebble Go to practice their fluency.**

**Assessment and Assignments**

**Attendance Policy**

**It is important to attend class and participate in class discussions and activities.**

**Tardy Policy**

**You must be in class before the bell rings. It doesn’t matter if you are 1 second late or 10 minutes late. You will be marked tardy.**

**Hands on**

**Students will be placed in small groups where they can work on different word activities and listen to each other read. There will be different opportunities for students to get up, move around, and do activities related to**

**Suggested Adaptations for ELL, Gifted and Talented, and Special Education**

**seat hearing impaired students accordingly**

**one on one focus with struggling students**

**partner reading - pair students accordingly**

**leveled readers according to reading ability**