

Zama High School



ESL Beginning Communication LAA303 9-12 36 Weeks

Course Description

Major Concepts/Content: The English as a Second Language Beginning Communication course is designed to develop and increase English language proficiency and academic skills for students whose primary language is not English and who are at a level one English proficiency. This course actively involves students in developing the skills of understanding, listening, speaking, viewing, reading and writing to support the student's mastery of DoDEA's general education content standards. Emphasis is placed on the acquisition of basic interpersonal communication skills related to meeting everyday needs and participating in the American school cultural, and on the cognitive academic language needed for success in the general education classroom. The content includes the development of both social and academic listening and speaking skills through dialogues, conversations, chants, role-playing, and oral reporting. The content also includes the development of reading strategies, in both fiction and nonfiction, previewing, determining main idea and details, inferring, analyzing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including prewriting, drafting, responding to peer writing, revising, editing, and publishing. Vocabulary and syntax are presented and developed in context and in authentic situations using the language of the general education content classes. The development of critical thinking and study skills, and sociocultural knowledge is emphasized throughout the learning process.

Major Instructional Activities: Instructional activities will be provided in individual, small group, and whole class settings. Student activities will include, but will not be limited to, improving speaking and listening skills through listening to material for information and response, following oral directions, participating in conversations and discussions, responding to information, oral reading and reporting, pronunciation practice, and language games. Activities to develop and improve comprehension of written English, both fiction and nonfiction, will include, but will not be limited to, previewing reading selections; decoding vocabulary from context; and shared/paired reading. Writing activities include sentence, paragraph, and letter writing; note-taking; and creative writing of dialogues, stories, plays, and poetry. Instructional activities to support the student in mastering the general content standards will include, but not limited to, pre-teaching the language or vocabulary, activating prior knowledge, and building background knowledge of the content class material.

Major Evaluation Techniques: Students will be evaluated on skill growth in the comprehending and creating of written and spoken English. Evaluation instruments include both summative and formative assessments such as: interdisciplinary activities, projects, diagnostic testing, content-based tests, and both teacher- and textbook-created assessments.

Text: Visions and Heinle Picture Dictionary

Materials:

Composition Notebook

Notebook paper

Folder with brads

Black or blue pen.

Grading Policy

DoDEA Grading Scale:

90-100 A

80-89 B

70-79	C
60-69	D
0-59	F

Assessment

Unit Assessments	40%
Weekly Quizzes	30%
Daily work/homework	30%

Homework

For successful language study, students should study vocabulary and grammar daily. Homework will be assigned on a daily basis.

Late Work Policy

No late homework will be accepted. Projects and assignments turned in late will receive a letter deduction for each day the project is late.

Make-up Work Policy

Students who have an excused absence will be given two days for each day of absence. When a student is absent, it is the student's responsibility to find out what work was missed and to make necessary arrangements to complete all assignments. Consistent attendance and participation is crucial for academic success when studying a foreign language.

Tutoring/Extra Help

Students are encouraged to sign-up and get passes for seminar. If you need more time I will be available every Monday, Wednesday and Thursday after school until 4:00. Just let me know.

Classroom Behavior

Expectation: Do your best every time.

Class rules: Be respectful, be on time and be prepared

Positive Consequences: Verbal praise, good grades, and notes to the student.

Negative Consequences: 1) Verbal Reminder 2) Talk with the student 3) Lunch detention or after school detention 2:45-3:45 (24 hr notice will be given) 4) Call to parent 5) Teacher/parent conference 6) Referral to office.

***Consequences and steps will be in accordance with the severity of the behavior**

Thank you for taking the time to read through this introductory letter. Please sign and return this page indicating that you have read and understand the classroom procedures and course expectations.

Student's Signature: _____
Student's Printed Name: _____
Parent's Signature: _____
Parent's Printed Name: _____
Home Tel. _____ Duty Tel. _____
Email address: _____