ELB 2

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| **ELB**  **2** | **Course Description:** ELB 002 American Topics Two is an integrated skills course designed to reinforce and practice the skills outlined in the curriculum for Listening & Speaking, Reading, and Writing Two within the topical framework of American culture. This class meets 4 times a week for 50 minutes. In summer, this class meets 4 times a week, twice for 60 minutes and twice for 75 minutes. | | |
| **Course Goal:** Students completing ELB 2 should be able to apply the language skills from their core classes to a wide range of topics from American culture | | |
|  | **Course Objectives**  *Through course content and activities, students will be taught how to:* | **Student Learning Outcomes**  **(SLOs)**  *Based on the stated general objectives, students will be able to:* | **Assessing SLOs**  *These SLOs are observed and measured primarily through:* |
| **1** | *Comprehend spoken details and concepts in the area of American culture at a high-beginning level.* | 1a. Take notes on various topics from American culture at a high-beginning level from high beginning-level videos, “Breaking News English” audio files with close captioning, and audio files from websites like Ducksters.com with the help of scaffolding.  1b. Understand spoken vocabulary found in the sources listed above (or comparable sources).  1c. Understand spoken idioms found in the sources listed above (or comparable sources).  1d. utilize the information in their notes to pass content-based quizzes on the topics such as the 50 states (History/travel/geography), Native Animals in Florida, Florida weather, famous American aviators, NASA/KSC, NASCAR, transportation, Popular APPs, famous leaders, sports and sports teams, Native Americans, etc…. | Student presentations  Quizzes/Exams  Graded classwork  Graded homework  Graphic Organizers |
| **2** | *Utilize speaking skills to practice presenting information on various topics from American culture at a high-beginning level.* | 2a. Employ an electronic visual aid such as PowerPoint to give an organized presentation explaining a topic from the U.S. that interests them.  2b. With the help of scaffolding, give an informal talk on a topic from class such as a biography, historical event, forms of transportation in the U.S., geography, technology, nature, etc...based on information from their notes.  2c. demonstrate an ability to use high-beginning-level-appropriate language in the context of formal classroom discussions, but mostly in informal classroom conversations….  2d. Demonstrate an ability to ask discussion questions at a high-beginning level. | Student presentations  Quizzes/Exams  (spoken vocabulary quizzes)  Graded classwork  Graded homework |
| **3** | *Comprehend written details and concepts in the area of American culture at a high-beginning level.* | 3a. Using a read and respond format, produce a written or oral response that demonstrates comprehension of written details and concepts from class at a high-beginning level.  3b. Share reflections demonstrating critical thinking based on readings from class both orally and in writing.  3c. Scan for specific information in a high-beginning level text.  3d..Identify the topic of a high-beginning level text.  3e. Understand written vocabulary found in the sources listed in objective one (or comparable sources).  3f. Infer meaning of vocabulary from context clues found in high-beginning level texts with the help of scaffolding.  3g. Understand idioms found in writing from the sources listed objective one (or comparable sources). | Student presentations  Quizzes/Exams  Graded classwork  Graded homework |
| **4** | *explain concepts in American culture in a written format at a high- beginning level* | 4a. Utilize their notes to explain concepts in the areas of American sports, animals, nature/Florida nature, technology, history, travel, and geography in a written format in coursework at a high- beginning level.  4b. Compare aspects of a topic in American culture with their own country in a written format at a high-beginning level.  4b. Define vocabulary terms and explain concepts from class in a written format at a high-beginning level utilizing short answers and 2 to 3 sentence responses.  4c. Employ correct spelling of key vocabulary terms in American culture. | Student presentations  Quizzes/Exams  Graded classwork  Graded homework |

**Course Description:** A description of the goals, methods, and timelines for a course.

**Course Goal:** The overall intended outcome or target for the course. The goal guides the development of meaningful course objectives and informs students and teachers of the purpose of the course.

**Course Objective: A** specific curricular element taught through content and activities. The course objectives guide instruction and lesson planning in order to provide a learning experience for all students, and, in aggregate, address the course goals.

**Student Learning Outcome:** A description of what the student will know or be able to do with the language as a result of the course of instruction. A student learning outcome is written in terms of observable and measurable language skills. Along with course objectives, student learning outcomes provide the foundation of assessment by implying what will be assessed and appropriate methods of assessment.

**AT 2 COURSE PLAN/**SPRING 2019 JULIE RICHARD

**Goal: Integrated Skills Two is an integrated skills course designed to reinforce and practice the skills outlined in the curriculum for Listening & Speaking, Reading, and Writing Two within the topical framework of American culture.**

Objectives:

* Reinforce the skills students learn in Listening & Speaking Two and provide additional opportunities to practice them.
* Reinforce the skills students learn in Reading Two and provide additional opportunities to practice them.
* Reinforce the skills students learn in Writing Two and provide additional opportunities to practice them

| WEEK |  | All About the USA 2 |
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| **1**  **Jan. 10** | Introductions  ICEBREAKER  Syllabi  Who Knows America? (Kahoot Quiz) |  |
| **2**  **Jan. 14** | Idioms/popular expressions  OMG introduction/examples  OMG practice w/ partner (Fri) |  |
| **3**  **Jan. 21** | Subject: History  Topic: The 50 States  Focus: Speaking outcomes (discussion, pronunciation)  *No class Monday (MLK Day)* | Unit 1  **Vocab Quiz** |
| **4**  **Jan. 28** | Subject: Nature  Topic: Native Animals in Florida  Focus: Listening outcomes (supplemental audio, comprehension, note-taking) | \*Supplement  **Listening Quiz** |
| **5**  **Feb. 4** | Subject: Technology  Topic: Apps  Focus: Writing outcomes (paragraph of write, read, or respond) | \*Supplement  **Writing Quiz** |
| **6**  **Feb. 11** | Subject: Technology  Topic: Transportation  Focus: Reading outcomes (vocabulary, comprehension)  Daytona 500 (Feb 17) | \*Supplement  **Vocab Quiz** |
| **7**  **Feb. 18** | Subject: History  Topic: Famous Aviators  Focus: Reading, Listening, Speaking, Writing outcomes  *No class Monday (Presidents’ Day)* | \*Supplement  **Midterm Test** |
| **8**  **Feb. 25** | Subject: Nature  Topic: Weather (Florida)  Focus: Speaking outcomes (discussion, pronunciation)  *\*Midterm starts Feb 26\** | \*Supplement  **Listening Quiz** |
| **9**  **Mar. 4** | Subject: Travel/Geography  Topic: Hawaii  Focus: Writing outcomes (paragraph of write, read, or respond) | Unit 26  **Writing Quiz** |
| **10**  **Mar. 11-15** | **SPRING BREAK** |  |
| **11**  **Mar. 18** | Subject: History  Topic: Leaders (Abraham Lincoln)  Focus: Reading outcomes (vocabulary, comprehension) | Unit 8  **Vocab Quiz** |
| **12**  **Mar. 25** | Subject: Sports  Topic: Local Sports Teams  Focus: Writing outcomes (paragraph of write, read, or respond) | \*Supplement  **Writing Quiz** |
| **13**  **Apr. 1** | Subject: History  Topic: Native Americans  Focus: Listening outcomes (supplemental audio, comprehension, note-taking) | Unit 11  **Listening Quiz** |
| **14**  **Apr. 8** | Subject: Sports  Topic: Professional Sport Leagues  Focus: Speaking outcomes (discussion, pronunciation) | \*Supplement  **Vocab Quiz** |
| **15**  **Apr. 15** | Review  **Final Project Due (State Presentation)** |  |
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**ELB 002**| ONLINE LESSON PLAN |SP2020

**WEEK 9:**

3/16: American Culture

**WEEK 10**

3/23: American Culture

Mon 0800:

- Good morning! Play around with zoom – *how was your weekend? What are some things we can do to “keep busy”?*

- Introduce and practice Unit Vocabulary: **1. Beliefs (n) 2. Life Events 3. Physical punishment 4. Style (n**) **5. Impolite (adj.)**

**-** Discussion: In breakout groups (or Zoom?), students compare beliefs about American culture (PP slides)

Mon 1100:

- In-class worksheet (Canvas)

- Homework: vocabulary sentences (Canvas) Due Wednesday 0800

Wed 0800:

-In-Class Writing Assignment (Canvas)

-Vocabulary Quiz (Canvas)

Wed 1100:

-OMG Student Presentations (Sultan, Badr, Meshal) (Eagle Vision)

**WEEK 11**

3/30: Life in Lockdown

Monday 0800

-Discuss in Breakouts: *How is life different in America than in your home country right now?*

-In Breakout groups, fill in chart about issues during a lockdown and what the leaders SHOULD be doing to help each issue (security, food, jobs, education, health)

-Each group shares and class discussion

Monday 1100

-10 vocabulary words: 1. **direct action 2. lockdown 3. infection 4. order 5. fine, 6. incontinent 7. irresponsible 8. colossal 9. “out and about” 10. “at stake”**

**-**Note-taking: In-class activity **(Canvas)**

Wednesday 0800

-Practice Vocabulary (Questions with each word)

-Listening Quiz (students should have studied notes from Monday’s activity)

Wednesday 1100

-OMG (Waleed, Faisal, Abdulelah, Meshal\*)

**WEEK 12**

4/06: Business (Famous Entrepreneurs)

Monday 0800

-Final Project: Post on Canvas and Review during first part of class (Cities Presentation)

-Unit Vocabulary **1. traded 2. local. 3. spent 3. career 4. advertising 5. bankruptcy 6. success 7. taking off 8. Destination 9. plans 10. “based on”**

-Vocabulary meanings (Partner Breakouts)

-HW: Sentences

-Reading Quiz Wednesday (vocabulary words on the quiz)

Monday 1100

-Entrepreneurs: What is an entrepreneur?

Example: Kylie Jenner

-In Breakout rooms: choose a famous American entrepreneur. *Write 5 facts about them (hometown, business, net worth, biggest success, future plans) why do you admire them?*

Wednesday 0800

-Reading Quiz (Walt Disney)

Wednesday 1100

-OMG: MyeongSuk, Ying Wen

**WEEK 13**

4/13 Famous Aviators

Monday 0800

-End-Of-Course Evaluations (15-20 minutes)

-Discussion (Breakouts) Famous Aviators Ex. Captain Sully Sullenberger (*Who is an aviator that you admire? Tell your group about them – why do you admire them specifically? Give 2 reasons*)

-Share with the class

Monday 1100

-Wright Brothers Reading Activity (Canvas)

Wednesday 0800

**-Kahoot Quiz (Bonus)**

-American culture (2015), Cities, United States (States & Capitals)

-Every student that finishes in the top 3 gets a “bonus” assignment (1/1) towards their “in-class activities grade”.

Wednesday 1100

OMG

**WEEK 14**

4/20: Final Projects: American Cities

Monday 0800

1. Sultan
2. Meshal
3. HongJu

Monday 1100

1. Waleed
2. Faisal
3. MyeongSuk

Wednesday 0800

1. Abdulelah
2. Badr

Wednesday 1100

1. Ying Wen
2. Essam