



# The Asian International School

## ENGLISH LANGUAGE ARTS STARTERS 1 LEVEL

### I. INSTRUCTIONAL RESOURCES:

1. Text: English Time 1, Susan Rivers and Setsuko Toyama (2001), Oxford University Press.  
Our World Readers, National Geographic Learning.
2. Others: Teacher selected materials.

### II. COURSE PREREQUISITE:

Not applicable to starters level, i.e. no previous English experience is required. However, in cases of students with consistent above average English skills, they may request and be assessed for promotion to the next level.

### III. COURSE DESCRIPTION

Starters level students will focus on inculcating the fundamentals of the four macro skills in English (listening, speaking, reading and writing). Students will be introduced to the core concepts and basics of the English language, from sounds and letters to simple language discourse. Students will develop routines and practice drills to make them comfortable and acquainted with the language. Authentic learning experiences will be provided by the teachers as avenue to language development and personal growth.

Each class has three forty-minute sessions in a week. Teaching and learning procedures are level-based and student-centered. Each unit from the students' student book is divided into two pages a week, which is discussed and tackled thoroughly by the foreign teacher and Vietnamese teachers (listening and grammar). In order to evaluate and assess the students' understanding of concepts, students are tasked to accomplish two pages from their workbooks that correspond to the lesson that they've learned in their student books.

### IV. COURSE GOALS

Students should be able to:

1. Master the English alphabet and improve their phonetic skills through guided drills and exercises.
2. Develop and enhance students' writing skill (upper and lowercase letters).
3. Orally produce phonetic sounds and blending.
4. Associate spelling-sound to common consonant digraphs.
5. Identify, compare and contrast concepts lifted from each unit.
6. Learn and utilize new words appropriate to their level and be able to use them in context.
7. Accomplish the numerous writing tasks and activities for specific learning purposes (evaluation, assessment and follow-up).
8. Engage themselves in an actual language discourse with confidence, fluency and accuracy.

### V. COURSE OBJECTIVES

At the end of this course, students of this level are expected to achieve higher level of understanding pertaining to the goals and objectives stated in the AERO CURRICULUM FRAMEWORK.

### READING LITERATURE

#### 1. Key ideas and details

*RL.1* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

a. Ask and answer questions about key details in a text.

*RL.2.* Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

a. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

*RL.3* Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

a. Describe characters, settings, and major events in a story, using key details.

## **2.Craft and Structure**

*RL.4* Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

a. Ask and answer questions about unknown words in a text.

*RL.6* Assess how point of view or purpose shapes the content and style of a text.

a. Describe how a narrator's or speaker's point of view influences how events are described.

## **3.Integration of Knowledge and Ideas**

*RL.7* Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

a. Use illustrations and details in a story to describe its characters, setting, or events.

*RL.9* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **4.Range of reading and Level of Text Complexity**

*RL.10* Read and comprehend complex literary and informational texts independently and proficiently.

## **READING INFORMATIONAL TEXT**

### **1.Key ideas and details**

*RI.1* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

a. Ask and answer questions about key details in a text.

*RI.2* Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### **2.Craft and Structure**

*RI. 4a.* Read on-level text with purpose and understanding.

*RI.5* Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### **3.Integration of knowledge and ideas**

*RI.7* Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

*RI.8* Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

*RI.9* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **4. Range of reading and text complexity**

*RI.10* Read and comprehend complex literary and informational texts independently and proficiently.

## **READING FUNDAMENTAL SKILLS**

### **1.Print Concepts**

*RF.1a.* Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

*RF.2a.* Distinguish long from short vowel sounds in spoken single-syllable words.

*RF.2b* Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

## **2. Phonics and word recognition**

*RF.3a* Know the spelling-sound correspondences for common consonant digraphs.

*RF.3d* Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

## **3. Fluency**

*RF.4a.* Read on-level text with purpose and understanding.

## **WRITING**

### **1. Text and type purpose**

*W.1* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*W.2* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

*W.4* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **2. Production and distribution of writing**

*W.7* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

*W.8* Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## **LANGUAGE FOUNDATION**

### **1. Conventions of standards in English**

*L.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## **VI. COURSE REQUIREMENTS**

### **1. Assessments.**

The students must take the course for the whole school year. Students are assessed and evaluated based on their performance in the learning activities set by the school and by the teacher. Students are required to read the reading materials from their books and complete the written tasks in their workbooks. There will be oral and written tests in each semester which will gauge the students' understanding of their learned concepts.

• Midterm Exam	(30%)
• Final Exam	(50%)
• Others	(20%)
Attendance .....	(5%)
Class discipline .....	(5%)
Class participation .....	(5%)
Reading and writing tasks....	(5%)
Workbook.....	(5%)
	<hr/>
	(100%)

## 2. Special Class Activities

Specialized class activities such as speaking club, outside classes, English in Music, Drama and listening, grammar and media are part of the school's support curriculum to assess the students' language literacy.

## VII. GRADING

Students' performance will be assessed and evaluated through achievement tests and other assessment tools as specified below.

### 1. Achievement Tests..... (80%)

- Mid-term (30%)
- Final Exam (50%)

### 2. Other Assessments..... (20%)

- Attendance ..... (5%)
- Class discipline .....(5%)
- Class participation .....(5%)
- Reading and writing tasks....(5%)
- Workbook.....(5%)

### 3. Special Class Activities

Special class activities, such as speaking club activities and reading club activities, may also be the tools to measure student progress made in their English language skills development.

## VIII. GRADING SCALE

This scale is operated to translate marks into point values, and vice versa, when calculating student final grades.

<b>MARK</b>	<b>RANGE</b>	<b>INTERPRETATION</b>
<b>A</b>	<b>9-10</b>	<b>High distinction</b>
<b>B</b>	<b>8-8.9</b>	<b>With distinction</b>
<b>C</b>	<b>6.5-7.9</b>	<b>Passed with merit</b>
<b>D</b>	<b>5-6.4</b>	<b>Passed</b>
<b>F</b>	<b>0-4.9</b>	<b>Failed</b>

## IX. POLICIES

### 1. Foreign Teachers' Responsibilities

a. All foreign teachers are expected to plan and design organized learning activities pertinent to the AERO CURRICULUM FRAMEWORK OF TEACHING ENGLISH LANGUAGE ARTS. Teachers must write and submit their lesson plans where learning objectives, activities and outcomes are clearly specified. Teachers must submit these lesson plans a week advanced.

b. Teachers are expected to deliver and demonstrate mastery of their craft in accordance to the learning goals specified in their lesson plans and needs that the students demonstrate. They help students learn English grammar, pronunciation and conversational skills. Teachers must come up with authentic and meaningful learning activities appropriate the learners' level.

c. All foreign English teachers must be committed and dedicated to hone not only linguistically competitive learners but more importantly, independent and global citizens with characters and personality through meaning learning activities that encourages their curiosity, strive for higher learning, confidence and eagerness.

d. Teachers are expected to create a learning environment where students are socially, emotionally, physically, intellectually, psychologically secured.

e. All foreign English teachers are also responsible in conducting speaking tests. Teachers must give fair judgement to the student's/students' performance based on a set of criteria.

## 2. Student Responsibilities

a. All students are expected to meet at least 10% of the 20% criteria set for the attendance. Failure to do so entails resolving actions by the subject teacher.

3. Students must demonstrate proper behavior in class. Students must not harm their classmates in any form (physical, emotional and psychological). They must exhibit politeness in actions and words to all at all times.

4. Students are expected to execute the learning tasks assigned by the teacher. This includes completion of the activities in their workbooks, writing tasks and drills. They must also participate in all learning activities done in class.

5. Failure to meet the desirable standards entails actions for resolution.

## X. COURSE SCHEDULE

UNIT	TITLE	CONTENT	TIME	NOTES
	<b>CLASSROOM LANGUAGE/ ALPHABET</b>	<p><b>A. Conversation Time:</b> Classroom language</p> <p><b>B. Word Time:</b> Classroom language/Alphabet</p> <p><b>C. Practice Time:</b> Classroom language/Alphabet</p> <p><b>D. Phonics Time:</b> Alphabet</p>	2 weeks	
1	<b>PEOPLE AND ANIMALS</b>	<p><b>A. Conversation Time:</b> Good morning. Hello! How are you? Fine, thank you.</p> <p><b>B. Word Time:</b> Common nouns, proper and personal pronouns.</p> <p><b>C. Practice Time:</b> I'm Annie. I'm a girl. You're Ted. You're a boy.</p> <p><b>D. Phonics Time:</b> /b/ and /p/</p>	2weeks	
2	<b>IN THE MEADOW</b>	<p><b>A. Conversation Time:</b> Ah-choo! Bless you. Thanks</p> <p><b>B. Word Time:</b> Nature</p>	2weeks	

		<p><b>C. Practice Time:</b> This is a butterfly. That's a bird.</p> <p><b>D. Phonics Time:</b> /g/ and /k/</p>		
3	FARM ANIMALS	<p><b>A. Conversation Time:</b> Sh! Be quiet. Sorry. That's okay.</p> <p><b>B. Word Time:</b> Farm animals</p> <p><b>C. Practice Time:</b> What's this? It's a pig. What's that? It's a cow.</p> <p><b>D. Phonics Time:</b> /m/ and /n/</p>	3 weeks	<b>REVIEW MIDTERM TEST</b>
4	AT THE STATIONERY STORE	<p><b>A. Conversation Time:</b> Here you are. Thanks. You're welcome.</p> <p><b>B. Word Time:</b> School supplies</p> <p><b>C. Practice Time:</b> Is it an/a pen? Yes, it is. Is it an eraser? No, it isn't. It's a pencil.</p> <p><b>D. Phonics Time:</b> /d/ and /t/</p>	2.5 weeks	
5	AT SCHOOL	<p><b>A. Conversation Time:</b> What's your first name? Emily. What's your last name? Young.</p> <p><b>B. Word Time:</b> Number words</p> <p><b>C. Practice Time:</b> How many cows? One cow. Two cows.</p> <p><b>D. Phonics Time:</b> /h/ and /w/</p>	2.5 weeks	

6	<p style="text-align: center;"><b>IN GYM CLASS TOO MANY ANIMALS</b></p>	<p><b>A.Conversation Time:</b> Ouch! Are you okay? I think so.</p> <p><b>B.Word Time:</b> Feelings/ Emotions</p> <p><b>C. Practice Time:</b> Are you happy? Yes, I am. No, I'm not. I'm sad.</p> <p><b>D.Phonics Time:</b> /f/ and /v/</p>	4.5weeks	<b>REVIEW</b>
7	<p style="text-align: center;"><b>AT THE FOOD COURT LITTLE RED HEN IS COOKING</b></p>	<p><b>A.Conversation Time:</b> Are you finished? No, not yet. Please, hurry.</p> <p><b>B.Word Time:</b> Food</p> <p><b>C. Practice Time:</b> I/ You like hamburgers I/You don't like pizza.</p> <p><b>D.Phonics Time:</b> /s/ and /z/</p>	4 weeks	<b>FINAL TERM TEST SCHOOL REPORT</b>
8	<p style="text-align: center;"><b>AT THE SUPERMARKET THE THREE BEARS</b></p>	<p><b>A.Conversation Time:</b> May I borrow a pen? Sure. Here you are. Thanks</p> <p><b>B.Word Time:</b> Fruits/ vegetables</p> <p><b>C. Practice Time:</b> Do you like apples? Yes, I do. No, I don't.</p> <p><b>D.Phonics Time:</b> Short/a/</p>	3weeks	
9	<p style="text-align: center;"><b>AT THE CIRCUS WHAT'S IN CLASSROOM</b></p>	<p><b>A.Conversation Time:</b> What's wrong? I feel sick. That's too bad.</p> <p><b>B.Word Time:</b> Physical descriptions</p> <p><b>C. Practice Time:</b> He's/ she's short. He/ she isn't tall.</p> <p><b>D.Phonics Time:</b> Short/e/</p>	3 weeks	<b>OFF TET HOLIDAY</b>

10	<b>AROUND TOWN</b>	<p><b>A.Conversation Time:</b> What's your telephone number? It's 765-1234. Pardon me. 765-1234</p> <p><b>B.Word Time:</b> Occupations</p> <p><b>C. Practice Time:</b> Is he a doctor? Yes, he is. Is she a doctor? No, she isn't. She's a nurse.</p> <p><b>D.Phonics Time:</b> Short/i/</p>	2 weeks	
11	<b>IN ANNIE'S YARD</b>	<p><b>A.Conversation Time:</b> Dad, this is my friend, Sam. Nice to meet you, Sam. Hello.</p> <p><b>B.Word Time:</b> Actions</p> <p><b>C. Practice Time:</b> I/ You/ He/ She/ It can climb a tree. I/ You/ He/ She/ It can't ride bike.</p> <p><b>D.Phonics Time:</b> Short/o/</p>	2 weeks	
12	<b>AT THE PARK</b>	<p><b>A.Conversation Time:</b> I'm going now. Bye-bye. See you tomorrow.</p> <p><b>B.Word Time:</b> Actions</p> <p><b>C. Practice Time:</b> I/ You/ He/ She/ It can climb a tree. I/ You/ He/ She/ It can't ride bike.</p> <p><b>D.Phonics Time:</b> Short/o/</p>	4 weeks	
	<b>REVIEW AND TEST</b>		1 week	
	<b>WE ALL PULL</b>	OUR WORLD READERS 1	1 week	
	<b>FINISH WORKBOOK</b>		1 week	
	<b>THE TOYS</b>	OUR WORLD READERS 1	1 week	