

Hmong Literacy I (1900)

Description This course is designed for students who have minimal or no background knowledge of written Hmong. Since students will focus on the development of reading and writing skills, oral language skills in Hmong are necessary to be successful in this class. Traditional Hmong cultural practices will also be introduced and discussed. 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.

Students will study Hmong consonants, vowels, and tone markers. At the same time, students will construct words, sentences, and simple text by putting the phonological, syntactical, and semantic elements together. This course serves as an introduction to Hmong Literacy.

Credits 1 Credit

Prerequisites None

Textbooks/Resources *Hmong Primer, ESL/Bilingual Hmong Folk Tales Series* by Charles Johnson

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

Board Approved March, 2008

Revised NA

AASD Goals for Hmong Literacy I 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 I*

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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| A. Students will use the appropriate language variety register and genre according to audience, purpose and setting. | <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. |
| B. Students will use nonverbal communication appropriate to audience, purpose and setting. | <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. |
| C. Students will use the appropriate learning strategies learned in Hmong Literacy class to extend their sociolinguistic and sociocultural competence. | <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. initiates and carries on appropriate small talk. b. makes polite requests. c. determines when it is appropriate to tell a joke. d. role plays a telephone conversation with an adult. | <ul style="list-style-type: none"> • Tests and quizzes on selected topics • Role plays |
| <p>Above objective aligned with AASD standards: Speaking skills</p> <p>ELL/Bilingual: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas; Hmong in Socially and Culturally Appropriate Ways</p> | | |
| <p>2. Utilizes 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 Technique • Presentations |
| <p>Above objective aligned with AASD standards: Vocabulary development</p> <p>ELL/Bilingual: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas; Hmong in Socially and Culturally Appropriate Ways</p> | | |
| <p>3. Applies reading strategies to develop reading comprehension.</p> | <p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. reads complete sentences and short passages. b. reads invitational and thank you letters. c. reads a story and presents the sequence of events (use pictures, words or music). | <ul style="list-style-type: none"> • Tests and quizzes on selected topics • Summaries • Dictations |
| <p>Above objective aligned with AASD standards: Reading comprehension</p> <p>ELL/Bilingual: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas</p> | | |

| Course Objectives | Performance Indicators | Classroom Assessments |
|---|--|--|
| <p>4. Uses written Hmong to describe, give directions, tell a story, persuade and take notes.</p> | <p>Performance will be satisfactory when the student: a. brainstorms ideas with peers before writing a composition on a given topic. b. writes a short and simple personal essay.</p> | <ul style="list-style-type: none"> • Written essays |
| <p>Above objective aligned with AASD standards: Writing skills</p> <p>ELL/Bilingual: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas</p> | | |
| <p>5. Use appropriate learning strategies learned in Hmong Literacy class to listen for information.</p> | <p>Performance will be satisfactory when the student: a. follows directions in completing a class activity. b. listens for directions to a location. c. listens for information – story retelling.</p> | <ul style="list-style-type: none"> • Tests and quizzes on selected topics • Following directions • Dictations |
| <p>Above objective aligned with AASD standards: Listening skills</p> <p>ELL/Bilingual: Hmong in Social Settings; Hmong to Achieve Academically in all Content Areas; Hmong in Socially and Culturally Appropriate Ways</p> | | |

Resources and learning activities that address course objectives:

- Listen to target consonants, vowels, tone markers and write them
 - Listen to target consonants, vowels, tone markers and identify them
 - Listen for and state important events and moral of stories heard
 - Dictations
 - Tells personal or general stories
 - Retells stories heard
- **Focus Themes:**
 Family
 Clothes
 Foods
 Occupations
 Things in the house
 People
 Autobiography

- Gives directions
- Gives an oral presentation
- Share information
- Initiate a conversation
- Cultural discussion (e.g. Hmong daily life related issues, elders vs. young generation, new year, Hmong traditions and cultural values, folk tales, etc...)
- Reads consonants, vowels and tone markers and match oral with written words
- Read words, phrases, complete sentences
- Read simple Hmong folk tales
- Dictate own list of words
- Write words, phrases, complete sentences, and short paragraphs on given topics