

English Language Acquisition Year 10

2020-2021

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Prerequisites, if applicable			
Relation with TOK (DP subjects)	Language acquisition		

Course Description

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning. In all four IB programmes, language learning is recognized as a developmental process in which students have opportunities to build on prior knowledge and skills in order to help them progress to the next phase of language development. The MYP structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered.

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding, and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

MYP Subject Aims

The aims of MYP language acquisition are to encourage and enable students to:

- Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- Develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- Develop multiliteracy skills through the use of a range of learning tools
- Develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- Recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- Understand the nature of language and the process of language learning
- Gain insight into the cultural characteristics of the communities where the language is spoken

- Gain an awareness and understanding of the perspectives of people from own and other cultures
- Develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

MYP Subject Assessment Objectives

The objectives of MYP language acquisition encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The student's knowledge and understanding will be developed through: t learning language t learning through language t learning about language (Halliday 1985).

Each language acquisition objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text Students interpret and construct meaning from spoken and visual texts to understand how images presented with oral text interplay to convey ideas, values and attitudes.
- Criterion B: Comprehending written and visual text Students construct meaning and interpret written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.
- Criterion C: Communicating in response to spoken and/or written and/or visual text Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.
- Criterion D: Using language in spoken and/or written form Students recognize and use language suitable to the audience and purpose (for example, home, classroom, formal and informal, social, academic contexts). Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques.

Subject groups must address all strands of all four objectives at least twice in each year of the MYP.

Measurable Learning Outcomes

Upon successful completion of this course, students should be able to:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and

career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Course Evaluation

Evaluation	Percentage
Formative Assessments	80%
Summative Assessments	20%

Grade Scale Distribution (IB Grade versus local grade)

2.4.4. Calculation of Grades in Grades 9-10

Ministry of Education Rubric	Assessment Category	Percentage Weight in Grading Period
Formative 1	Class Work	10%
Formative 2	Assignments	15%
Formative 3	Projects	30%
Formative 4	Quizzes	15%
Summative Assessment	Tests	30%

Grade Scale Distribution (IB Grade versus local grade)

Semester 1	
Grading Period 1	80%
Grading Period 2	
Grading Period 3	
Semester Exam	20%

Semester 2	
Grading Period 5	80%
Grading Period 6	
Grading Period 7	
Semester Exam	20%

Students are graded on a 1-10 scale per the Ecuador Education Ministry.

Students will get 6 report cards total for each grading period. The 3rd and 6th report cards will have the semester exam and semester grade included.

Students are also graded on citizenship from each teacher for each report card on a 0-4 scale.

Units of Instruction

1st Trimester	2nd Trimester	3rd Trimester
Unit 1 - What did you say? Content Inquiry questions <i>Factual questions:</i> 1. What is slang? 2. What is register? <i>Conceptual questions:</i> 1. How does street language evolve? 2. How do we change the way we speak in different contexts? 3. How does slang both shape and reflect culture? <i>Debatable questions:</i> 1. How much slang is there in my language and how acceptable is its usage? 2. What place does street language have in society?	Unit 2 - The House on Mango Street Content Inquiry questions <i>Factual questions:</i> 1. Which percentage of the United States is composed of Latin American immigrants? 2. Where do most Latinos in the U.S. come from? Why might this be? <i>Conceptual questions:</i> 1. How does Cisneros' background influence her written work? 2. How do language and culture contribute to form our identity? <i>Debatable questions:</i> 1. How does a person's environment shape their identity? 2. How do gender expectations define a person's experience of the world and dreams for the future?	Unit 3 - Human rights Content Inquiry questions <i>Factual questions:</i> 1. What stylistic choices can we make to communicate ideas about human rights? <i>Conceptual questions:</i> 1. What are the connections between children's rights and human rights? 2. How do well-organised arguments help up to persuade our audiences? <i>Debatable questions:</i> 1.