



English Language Development 9 Course Syllabus
Room 2211, Period B3
 MYP Language Acquisition
 Ms. Megan Place
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I. Course Summary

This one-year course is aligned to the English course co-taught by Mr. Mantis and Ms. Place.. Students will receive supplemented instruction that is appropriate for their level of learning. The course involves studying literature and writing to help students develop the skills they will need to be successful in high school, college, and beyond. Students are expected to write and demonstrate their ability to critically think and analyze text with an emphasis on productive language skills, such as writing and speaking.

II. Units of Study

We will study fiction and literature, nonfiction, reading comprehension development, and writing development. There will also be units of study that will assist students in increasing their proficiency in listening and speaking skills, critical thinking skills, and research and evaluation skills. This course will provide support for students to be able to access the core curriculum at the highest level possible. The content of this course will focus on the different MYP Global Contexts. Students will develop their knowledge of globalization and sustainability by looking at the impact that one global community can have on another. Science and technical innovation will be looked at through students looking into the science of how the human brain works and processes information. By looking at how interactions affect people, students will delve into the concept of identities and relationships. By looking at how cultures are connected through time, students will explore the MYP concept of orientation in time and space. The concept of fairness and development will be examined through looking at how people can create change through speaking. Finally, students will look both at how they create, and how others create to get a firmer grasp on the concept of personal and cultural expression.

III. Standards and IB MYP Aims

State Standards	IB Middle Years Program Aims
<p>WIDA STANDARDS:</p> <ul style="list-style-type: none"> WIDA Standard 2: English Language Learners will communicate information, Ideas, and concepts necessary for academic success in the content area of Language Arts. <p>LANGUAGE ARTS STANDARDS:</p> <ul style="list-style-type: none"> 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • 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. 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. • Assess how point of view or purpose shapes the content and style of a text. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* 	<p>Use the language as a vehicle for thought, creativity, reflection, learning and self-expression.</p> <ul style="list-style-type: none"> Comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works. Explore the many facets of the language through the use of media and information technology. Develop the skills involved in speaking, listening, reading, writing, and viewing in a variety of contexts. Develop a critical approach to studying and analyzing literature. Consider the role of literature both culturally and historically. Reflect on the learning process in various ways and at various stages. Empathize with real people fictional characters as and when appropriate. <ul style="list-style-type: none"> develop a respect for, and understanding of, diverse linguistic and cultural heritages develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes

<ul style="list-style-type: none"> • 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. • Read and comprehend complex literary and informational texts independently and proficiently 	<ul style="list-style-type: none"> • enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy • enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components • encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities • foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.
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IV. Text/Resources

Edge Reading Books and Assignments

Novels and free choice books

Other materials will be provided by the teacher.

V. Methodology

In MYP, teachers and students work together to develop a variety of skills, especially critical thinking and reflection. Students take responsibility for their learning through individual and group work, answering unit and guiding questions, and building on their self-advocacy.

VI. Methods of Assessment

Highland Senior uses an 80/20 system. 80% of the grade is based on summative assessments and 20% of the grade is based on formative assessments. In this class, students will complete a variety of IB MYP assessments in Language Acquisition such as projects, presentations, papers, tests, and quizzes. Assessments like these give students a chance to show their understanding and skills.

Language Acquisition Criterion

Criterion A	Comprehending Written/ Visual Text	Answering questions about a speech, picture, song, poem or other type of text. Explaining the meaning of a text.
Criterion B	Comprehending Written/ Visual Text	Reading assignments and written reflections about the text
Criterion C	Communicating in Response to Spoken, Written, and Visual Text	Speaking and writing for specific purposes
Criterion D	Using Language in Spoken and Written form	Presentations, papers, and speeches

IB MYP rubrics use an 8-point international scale, with 8 representing “excellent achievement” and 1 representing “limited achievement.” When these assessments will be counted toward students’ grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents and guardians, please ask your student to share their rubrics with you. Please also see Highland Park Grading and Assessment Policy on the Highland Park Senior High Webpage for additional information about assessment.

VII. Other Course Information and Expectations

Class Expectations:

Be Safe, Respectful, and Responsible

School policies will be followed regarding electronic devices, headwear, attire, inappropriate language, absences, tardiness, etc.

Cell phones are NOT to be used in class. It is expected iPads are brought to school fully charged as their academic device.

Homework Expectations:

Homework is expected to be completed for this class.

Cheating and Plagiarizing:

Please refer to the “Highland Park Senior High School Grading and Assessment Policy” for further information on cheating and plagiarizing (intentionally or unintentionally), etc.

Extra Assistance:

I am available to help students most afternoons after school by appointment. Please let me know when you would like to meet for assistance, at least 1-2 days in advance. Bus tokens are available in the main office for students who stay after school with a teacher due to needing academic assistance, completing missed assessments, etc.

Materials Needed / Supply List:

Notebook to be used for this class only

Pens and/or Pencils

iPad—charged and with you each day

Course Outline Signature:

I have read and understand the expectations, policies, and procedures in the course syllabus. Please return completed by Friday, September 8th .

Student Signature.

Date

Parent Signature

Date