



HIGHLAND PARK SENIOR HIGH

INTERNATIONAL BACCALAUREATE WORLD SCHOOL



IB MYP English Language and Literacy Syllabus

Periods 6 and 7, Room 2218

Grades 9, 10 & 11

Teacher: Ms. Kinzer

Work Phone: 652-293-8940

E-mail: shelly.kinzer@spps.org

Website: <http://highlandsr.spps.org>

I. Course Summary

The goal of this class is to learn social and academic English in order to succeed in a grade level academic environment. We will work on all four domains of language: Listening, Speaking, Reading, and Writing.

II. Units of Study

Unit	Focus
1. Welcome	<ul style="list-style-type: none">• Greetings and goodbyes• Family• Places in the world
2. School and Classroom	<ul style="list-style-type: none">• School tools and places
3. Time, Schedules and Place	<ul style="list-style-type: none">• Dates and time• School places and workers
4. Actions and Activities	<ul style="list-style-type: none">• Classroom activities• Verbs, Past Tense, Present Progressive
5. Food and Money	<ul style="list-style-type: none">• Food and food preparation• Money
6. Print Materials	<ul style="list-style-type: none">• Print materials• Fiction and non-fiction texts• Plot diagrams and story summaries• Technology
7. Body	<ul style="list-style-type: none">• Parts of the Body• Feelings
8. Clothing	<ul style="list-style-type: none">• Clothing• Weather• Making predictions and comparisons
9. All Year Long/ Final	<ul style="list-style-type: none">• Celebrations• Seasons, months, activities• End-of-year celebration

III. Standards and IB MYP Aims

WIDA Standard 1: English language Learners communicate for Social and Instructional purposes within the school setting

WIDA Standard 2: English Language Learners will communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Minnesota State Standards

- Reading Literature and Informational Texts, specifically Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.
- Writing, specifically Text Types and Purposes, the Writing Process, and Research to Build and Present Knowledge.
- Speaking, Viewing, Listening and Media Literacy, specifically Presentation of Knowledge and Ideas.
- Language, specifically Conventions in Writing and Speaking.

MYP/IB Aims Specific to Language Acquisition:

- a. Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- b. 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
- c. 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
- d. 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

IB MYP Aims Specific to Language Arts:

Use the language as a vehicle for thought, creativity, reflection, learning and self-expression.

- Comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of work.
- 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.

IV. Texts

- Systematic Sequential Phonics and or/ Words Their Way
- Inside curriculum
- Additional texts provided by the teacher

V. Methods of Assessment

Students receive a final grade at the end of each quarter with a progress grades midway through the quarter.

Grades will consist of 70% summative assessments and 30% formative assessments, as stated by the Highland Park Senior High Grading Policy. Grades will be consistent with appropriate expectations for students' language proficiency in accordance with the WIDA model.

Language Acquisition Criterion

		<p>questions about a speech, picture, song, poem or other type of visual or spoken text.</p> <ul style="list-style-type: none"> • Explain the meaning of a text, supporting responses with evidence and examples from the text.
Criterion B	Comprehending Written and Visual Text	<ul style="list-style-type: none"> • Reading guides, notebook entries and short written reflections about the text
Criterion C	Communicating in Response to Spoken, Written, and Visual Text	<ul style="list-style-type: none"> • Interact and communicate in various situations, for example in informal and formal class discussions • Express thoughts, feelings, ideas, opinions and information in spoken and written form, for example in notebook entries, structured debates and reflections on peer work
Criterion D	Using Language in Spoken and Written form.	<ul style="list-style-type: none"> • Presentations, personal narratives, expository essays, and formal roundtable discussions.

VI. Other Class Expectations

Homework Expectations

Late work will be accepted up to 3 days after the original due date, with a 10% reduction in score for each day of lateness. All assignments will be posted on Schoology.

Classroom Expectations

Students are expected to behave in a safe, respectful and responsible way at all times. Students should come to class on time, with their iPads charged. No cell phones allowed during class time.

Extra Assistance

I encourage students to contact me with any questions at my email: shelly.kinzer@spps.org Students can get extra help before school by appointment in room 2218 at 7:30 AM.

Materials

- Notebook and folder *for this class only*
- Pencils with erasers
- iPad (provided by the school)

Students: I agree to follow the class expectations.

Parents/Guardians: I understand the class expectations and agree that my child will follow them.

Student Name: _____

Student Signature: _____ **Date:** _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

Parent/Guardian phone number or email: _____

Parent/Guardian Language(s) Spoke _____

