

English Language Development (ELD)
IBMYP
Century Middle School
2021-2022

Communication:

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Study session time and location: Mondays 4:15 - 4:45 pm F204

Course Description:

English Language Learners (ELL) come to school with rich language experiences and skills in their first language. The purpose of English Language Development (ELD) is to build on those experiences to help students communicate through English as well their first language. ELD provides students structured opportunities to develop English communication skills in reading, writing, speaking, and listening.

Major Topics of Learning:

In accordance with the Adams 12 Five Star Schools Curriculum Framework, the following will be covered:

- The Language of Explaining
- The Language of Describing
- The Language of Summarizing
- The Language of Interpreting and Analyzing
- The Language of Justifying
- The Language of Cause and Effect

IBMYP Aims & Objectives:

The aims of the teaching and learning of MYP language acquisition are 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 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
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to 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
- 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
- offer insight into the cultural characteristics of the communities where the language is spoken
- 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.

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:

- learning language
- learning through language
- learning about language

Criteria-Based Grading:

1. Grades and assessment scores are based on specific rubrics and reflect the student's level of achievement of standards (MYP Criterion).
2. Assessments and grading standards are applied consistently to students of similarly demonstrated ability.
3. Student learning for the identified report card criteria will be evaluated based on rubrics, proficient/advanced student work samples, and checklists.
4. A student's level of achievement of a standard/criteria at any given time is best approximated by trends evident in his/her most recent assessments. In order to determine the student's current level of proficiency with respect to the standard, teachers use professional judgment based on evidence (Wormeli, 2009). Grades then are NOT the results of an average of all assessments.
5. A symbol such as INC or M will be used for missing/incomplete assignments.
6. Multiple opportunities will be given to allow students to demonstrate their level of competence with respect to a standard.
7. Homework, when used as practice, is not calculated into trend data that is used to formulate a student's overall understanding of a standard. *This is not to say that all formative work will not be included in the calculation of a student's score.*

IBMYP Assessment Criteria:

- A** Comprehending spoken and visual text
- B** Comprehending written and visual text
- C** Communicating in response to spoken and/or written and/or visual text
- D** Using language in spoken and/or written form

Grading of Group Work: On all group assignments, two marks will be given to each student in regards to the standard: one for the group performance and another for the individual student performance.

Plagiarism/Cheating: Plagiarism and cheating will not be tolerated. Please refer to the CMS Agenda for specifics.

Learner Profile: These are a set of guiding principles that support our learning and interactions with each other inside and outside of school. These will be reported separately from gradebook reporting criteria.

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