At GWA-Dubai, none of the students in English Language Acquisition courses have a level lower than Phase 2. Most of the students in Grade 6 ELA already have a reasonable to good level of English and are able to function in English at Phase 3 to 4. This is enough to understand about 50 to 70% of the English material used to teach all the other courses ELA students must study in Grade 6. The ELA course is therefore focused on getting students to the highest levels in all four skills, Phases 5 and 6, by the end of the school year. Once that is achieved, Grade 6 ELA students can be exited from the English Language Acquisition course and move to the English Language and Literature (ELL) course when they start in Grade 7. To aid in this challenging goal, all ELA students also attend the ELL course with their ELA teacher assisting them.

After one full year of such a strong emphasis on English, many students should exit ELA with a capacity to understand and respond to 80 to 100% of all the subject material they study in the English language. Once exited, their four periods of ELA will be replaced with a foreign language (French or Spanish). Some students will require two years of ELA before they are ready to tackle the higher English course and another foreign language.

**This curriculum overview is subject to change according to students' needs**

**Learning Outcomes**

The aims of the teaching and learning of MYP English Language Acquisition are to:

- improve students’ proficiency in English as an additional language and as the academic language of the school while supporting maintenance of their mother tongues and cultural heritages
- prepare students to function well academically and socially in English in all their courses at school
- 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 and translation, 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.

❖ UNIT 1: My home country and I
Approximate Length: 8 weeks

- Vocabulary to discuss a country’s geographical features, climate, customs and traditions, famous landmarks, and food
- Review parts of speech
- Review the simple present and past verb tenses
- Practice presentation skills; presentation on the home country
- Develop reading and visual interpretation skills
- Reading comprehension and visual interpretation summative assessments

❖ UNIT 2: The IB Learner Profile Attributes and Goals for the Year
Approximate Length: 8 weeks

- Vocabulary surrounding the definition and discussion of the qualities of the IB Learner Profile
- Simple, compound, and complex sentences
- Reading: a selection of short stories from Bridges to Literature Level 2 and Level 3 that illustrate character traits present on the IB Learner Profile
- Writing: a personal narrative
- Presentation: IB Learner Profile and I
- Written communication and oral communication summative assessments

❖ UNIT 3: My Story: Sharing Personal Experience through Narrative Writing
Approximate Length: 4 weeks
Bridges to Literature 1 stories
- Videos (Delta Lloyd's farcical advertisement http://www.youtube.com/watch?NR=1&feature=endscreen&v=IT8vt11cZgc)
- Vocabulary drawn from the reading
- Reading comprehension practice based on the stories
- Writing: the traits of organization, sentence variety, and voice
- Written communication and reading comprehension summative assessments

UNIT 4: Poetry
Approximate Length: 4 weeks

- Review subject-specific writing: short answer and essay
- Practice idea development and organization of ideas
- Practice supporting ideas with examples
- Practice reading charts, tables, and other visuals
- How-to essay
- Persuasive essay
- Written communication and visual interpretation summative assessments

Assessment

In the MYP Students will be evaluated using formative and summative assessments.

Formative Assessment: Tasks and assignments that allow the teacher to regularly judge the effectiveness of both teaching and learning processes. This may include teacher observation and oral, written or products of student effort. Examples: class activities, homework and quizzes.

Summative Assessment: The judgment made by the teacher of the standard of achievement reached by the student at the end of a unit of work. Examples: Investigations, presentations, real-life problems, unit tests.

All assessments will be graded by using a criterion-referenced approach using the "Criterion Objectives" listed below. Each assessment will be developed with the IB standards in mind and the objectives applied against the students' submitted assessment task. The best-fit approach is applied to ensure the most valid, fair and reliable grade is determined using the IB Grade Boundaries and 7 point scale.
Criterion A: Comprehending spoken and visual text
Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

As appropriate to the phase, the student is expected to be able to:

- listen for specific purposes and respond to show understanding
- interpret visual text that is presented with spoken text
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

Criterion B: Comprehending written and visual text
Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

As appropriate to the phase, the student is expected to be able to:

- read for specific purposes and respond to show understanding
- interpret visual text that is presented with written text
- engage with the text by supporting opinion and personal response with evidence and examples from the text.

Criterion C: Communicating in response to spoken, written and visual text
In the language acquisition classroom, students will have opportunities to 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.

As appropriate to the phase, the student is expected to be able to:

- interact and communicate in various situations
- express thoughts, feelings, ideas, opinions and information in spoken and written form
- speak and write for specific purposes.

Criterion D: Using language in spoken and written form
This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.
As appropriate to the phase, the student is expected to be able to:

- organize thoughts, feelings, ideas, opinions and information in spoken and written form
- develop accuracy when speaking and writing in the target language.

**Students’ Responsibilities**

**Academic Honesty**

GWA maintains very strict guidelines towards maintaining academic honesty as followed by IB students globally.

1. First offense: A student who submits plagiarized work will be required to meet with the teacher to discuss the offense.
   - The teacher will notify the parents and the MYP Coordinator by email of the offense.
   - The student will be required to repeat the assessment for formative feedback purposes only. (The summative cannot be graded as it was not the students’ work.)
2. Second offense: The teacher will notify the parents and the appropriate Assistant Principal (6-8; 9-12).
   - An interview will take place and the assessment will receive a grade of (0). The assessment will be completed for formative purposes only.

**Late Assessment Policy**

When assessing students at GWA it is important for teachers to be able to provide students and their parents with a grade that, as much as possible, reflects their ability in a course. It is also important for students to meet reasonably established timelines to complete their assessments. In order to achieve this goal, the following procedures for the submission of summative assessments has been established:

1. Teachers will post the due date on ManageBac with at least one (calendar) week lead time for students to complete the assessment.
2. Submission of the assessment by students on the due date. If a deadline cannot be met, in order for the work to be evaluated, students must: provide a doctor’s note, or provide a note from a parent explaining special family circumstances, or have established an extension with the teacher at least two days in advance. Such extensions will be given at the teacher’s discretion.
3. MYP students must adhere to published deadlines. Students who do not meet IB Diploma Programme deadlines will follow these steps:
● Detention(s) until the assessment is completed
● Parent meeting to discuss behavior concern
● After 3 offenses: Parents contacted and additional detentions and/or an in-school suspension until the assessment is completed. Students must make up all worked missed during the suspension.

4. Repeated failure to meet deadlines will result in narrative comments addressing these concerns in report cards and letters of recommendation to other schools.

**Teacher Assessment Commitments**

*All teachers will:*

- Mark (grade and or provide narrative feedback) all formative assessments within one calendar week of receipt. Managebac will be updated in the same timeframe.
- Post on Managebac (shaded in purple) any formative assessment (including homework) no later than 5:00PM the day it is assigned. If the formative assessment is not posted by this time there is no expectation that the assessment will be completed for the next day.
- Discuss with students prior to posting summative assessments and provide at least one calendar week lead time for students to prepare. Summative assessments will be posted on Managebac at least one week in advance of the due date (shaded in blue).
- Work collaboratively with their teacher colleagues and coordinator to work toward the goal of students having no more than two (2) summative assessments on a given day.
- Return summative assessments to students with feedback no later than three calendar weeks after the due date.
- Update Managebac immediately upon completion of marking/feedback.
- Communicate, in a timely fashion, with colleagues and administration about students who are turning in late formative and summative tasks in order to implement late assessment procedures, as outlined in the Assessment Policy. (see above)
- Communicate with parents when assignments/assessments are not turned in on the due date and clearly articulate the next steps for the student.

**APPENDIX**

- Bridges to Literature Levels 2 and 3
- Grammar for Writing Series (provided by the school)
- Grammar and vocabulary worksheets (provided by the school)
- Basic reading and writing skills exercise readers (English, Yes! (provided by school)
- Smart Board for active use of language, listening skills practice and presentations
- Course material from any of the students’ classes that present difficulties
- Cultures and languages of all the students
- Internet
- SRI testing for reading comprehension