

# Language Acquisition-English Learners

## Subject Group Overview

Year 3:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content
<b>Unit 1: Finding your own place</b>	<p>Connections</p> <p>Point of View, Message, Meanings</p> <p>Personal and cultural expression</p>	Everyone's idea of home is different, and we use language to describe what home means to us.	<p>Factual: What language do we use when comparing homes from various cultures?</p> <p>Conceptual: What defines home?</p> <p>Debatable: What makes a good home?</p>	<p>Communication: Exchanging thoughts, messages and information effectively through interaction.</p> <p>Communication: Show details Negotiate ideas and knowledge with peers and teachers</p>	Students will research a country/culture of their choice and create a Powerpoint presentation detailing information about that specific country. Students will have to present their information to the class and share out loud .	Objective B: Comprehending written and visual text	<ol style="list-style-type: none"> <li>1. An immigrant is someone who goes to live in a new country.</li> <li>2. In a personal narrative, the narrator uses the first-person point of view(they refer to himself or herself as "I")</li> <li>3. Authors/writers compare and contrast ideas in their writing by using signal words (both, like, same, similar, too, but, difference, however, though, unlike) to show how ideas are alike and how they are different.</li> <li>4. Many words in English have multiple meaning</li> <li>5. Contexts refers to the parts nearby that help explain the meaning; Context clues are words nearby that give you clues to the meaning.</li> <li>6. Many words in English have multiple meanings; we can use context clues to figure out the correct meaning.</li> <li>7. Poets arrange words and phrases in a way that helps express their ideas.</li> </ol>

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<p><b>Unit 2: Water for Life</b></p>	<p>Connections</p> <p>Structure, Message, Audience</p> <p>Globalization and Sustainability</p>	<p>Water is important for all life on Earth, and how we make use of water affects future generations.</p>	<p>Factual: How is water used throughout the world?</p> <p>Conceptual: How can we use water to ensure it will be around for future generations?</p> <p>Debatable: What is the most effective way to educate people about water?</p>	<p>Communication: make inferences and draw conclusions</p> <p>Communication: Exchanging thoughts, messages and information effectively through interaction.</p> <p>Communication: Give and receive meaningful feedback.</p>	<p>MYP Visual Comprehension (Listening) Summative: Video and Response Activity</p>	<p>Objective B: Comprehending written and visual text</p> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>Objective D: Using language in spoken and written form</p>	<ol style="list-style-type: none"> <li>1. Story elements: characters, setting and plot.</li> <li>2. A legend is an old story with characters, setting and a plot usually about a well-known person or event.</li> <li>3. Many legends are passed down from generation to generation.</li> <li>4. Some parts of a legend may be based on fact, but they are mostly fiction.</li> <li>5. Good readers ask questions and reread to clarify ideas.</li> <li>6. Nonfiction articles contain photos and captions.</li> <li>7. Homophones are words that sound the same but differ in meaning.</li> <li>8. A main idea is what a passage is mostly about; sometimes it is stated directly, but often readers have to figure out the main idea by putting details together.</li> <li>9. Key vocabulary: alive, amount, arrive, available, crop, depend,</li> </ol>

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<p><b>Unit 3: Natural Forces</b></p>	<p>Communication Purpose, Form, Message</p> <p>Scientific and Technical Innovation</p>	<p>The forces of nature are powerful, but humans are able to use communication and cooperation to deal with the effects of these natural forces.</p>	<p>Factual: What are the effects of tornadoes, earthquakes, and volcanic eruptions?</p> <p>Conceptual: How do people deal with the forces of nature?</p> <p>Debatable: What is the best way to provide aid to human and animal victims of natural disasters?</p>	<p>Communication: Read critically and for comprehension</p> <p>Collaboration: Practice Empathy</p>	<p>Listening Activity Students will listen to a recording and respond to questions in writing.</p>	<p>Objective B: Comprehending written and visual text</p>	<ol style="list-style-type: none"> <li>1. Word parts can be used to determine the meaning of a word.</li> <li>2. Compound words are two words put together.</li> <li>3. Narrative writing can be fiction or nonfiction.</li> <li>4. Historical fiction is a type of writing that is based on real people and events from the past; historical fiction may contain dialogue or conversation that takes place between characters in a story.</li> <li>5. People who write journals write about events, thoughts, experiences and feelings from their personal lives; journal writers usually list the date for each entry.</li> <li>6. Journals can be narrative nonfiction because they are written by real people and describe real events and experiences.</li> <li>7. Story elements: characters, setting, events.</li> <li>8. Good readers make connections as they read. [Text to Self (T-S), Text to Text (T-T) and Text to World (T-W)].</li> <li>9. When good readers read informational nonfiction text,</li> </ol>

							<p>they survey, skim, and scan for information.</p> <p>10. The Ring of Fire is a circle of volcanoes located in the Pacific Ocean.</p> <p>11. Key content vocabulary: active, carefully, collapse, confused, dangerous, earthquake, equipment, erupt, evacuate, force, fortunate, frightened, future, hurricane, layer, levee, necessity, prepare, severe, shelter, surface, untouched, volcano, warning.</p> <p>12. Academic vocabulary: create, define, discuss, element, explanation, force, narrative, report</p>
<p><b>Unit 4: Creepy Classics</b></p>	<p>Creativity</p> <p>Audience, Context, Message</p> <p>Identities and Relationships</p>	<p>A powerful story has the ability to create a variety of feelings in the reader, and by understanding characters, plot, and mood, the reader can appreciate scary stories.</p>	<p>Factual— How do audiences react to early horror films?</p> <p>Conceptual— What characteristics do monsters in fiction possess?</p> <p>Debatable— What is the best way to create fear in a reader?</p>	<p>Communication: Structure information in summaries, essays and reports</p> <p>Communication: read a variety of sources for information and for pleasure</p>	<p>MYP Writing Summative: Students will create an essay or Powerpoint presentation on a horror movie of their choice. They will highlight the differences between their horror movie and traditional horror movies as well as similarities. They will note the distinct things that make their movie a horror movie.</p>	<p>Objective A: Comprehending spoken and visual text i., ii.,iii.</p> <p>Objective B: Comprehending written and visual text i., ii., iii.</p>	<ol style="list-style-type: none"> <li>1. Story Elements: characters, setting, plot, theme</li> <li>2. The elements that make up plot are: conflict, events, climax, and resolution</li> <li>3. Genre: nonfiction, articles, horror</li> <li>4. Word parts are the clues that help you identify meanings.</li> <li>5. Writers create fictional stories to entertain their readers.</li> <li>6. Different characters can make you feel different ways.</li> <li>7. When you describe people and places, you use adjectives.</li> <li>8. Content Vocabulary:</li> <li>9. Academic Vocabulary:</li> <li>10. Good readers make connections as they read. [Text to Self (T-S), Text to Text (T-T) and Text to World (T-W)].</li> <li>11. When good readers read informational nonfiction text,</li> </ol>

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