



DCHS World Languages

IB MYP Language Acquisition



A word cloud centered around the main title "Why learn a language". The words are arranged in a roughly circular pattern around the center. The colors of the words include orange, blue, pink, green, and purple. The background is white with decorative blue and green diagonal stripes in the corners.

Why learn a language

tolerance friends
empathy enjoyment
influence awareness
empowerment
pleasure
insight understanding
pride adaptability
advantages
scope
employability
opportunities
perspective
confidence
memories
freedom



Bilingual Opportunities

Seal of Biliteracy

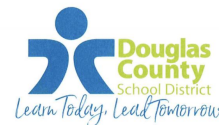
Intro to Translation and Interpretation Course

Clubs

Spanish Honor Society

French Honor Society

International Education Week Committee



DCSD Seal of Biliteracy

The Seal of Biliteracy is for students who are literate in English and a language other than English.

The Seal of Biliteracy can:

- Improve opportunities for college admissions and scholarships.
- Increase job opportunities. Between 2010-2015 job postings targeting bilingual candidates more than doubled.
- Boost salary potential. Knowing a second language can increase one's pay by 10-15%.

Why the Seal of Biliteracy?

Language is an Asset; Biliteracy is a Gift!

Please see Mrs. Bower and Ms. De Tata for more information.

Follow this link to see the DCSD Seal of Biliteracy Requirements:
<https://qrqo.page.link/xDjQ>



These grade categories have been modified from the original percentages to accommodate the challenges of the pandemic.

Skills Assessments

50% of total grade

Includes language performance in reading, listening, language production and response.

Scored using the IB Performance Rubrics

8- 98-100%	4-76-78%
7- 92-94%	3-72-74%
6- 86-88%	2-62-66%
5- 81-84%	1-52-56%

Projects and Practice

35% of total grade
Includes vocabulary and verb conjugation practice, projects and skills practice

Accountability

15% of total grade

May include: homework, project completion, organization, use of target language, classroom participation, etc.

Policies and FAQ's

Language Acquisition is required for DCHS 9th and 10 graders as a part of the IB MYP curriculum.

Placement exams are available for students who may need a level change. Please have your student talk with their teacher.

Students who pursue the IB Diploma Program in 11th and 12th grade will continue to level 5.

Many universities require 2-3 years of language study for admission.

There is no World Language requirement for graduation.

WORLD LANGUAGE ACADEMIC HONESTY POLICY

The DCHS Academic honesty policy defines academic misconduct as: *any behavior that attempts to gain an unfair advantage or that attempts to misrepresent student accomplishments through deception or by actively assisting in deception.*

World language instruction has a particular challenge in this regard: **online translation services**. These services are easily accessible to students, particularly when doing work remotely. However, when using such services, students miss out on important opportunities to think critically, create and explore language concepts. Without these formative experiences, independent use of the language becomes impossible. Use of these services on assessments is a clear misrepresentation of the student's skills. Our teachers are well-versed in identifying the use of translation services. **Teachers who suspect the use of these services will give a score of 0 and note the incident as "cheated" in Infinite Campus. It is the student's responsibility to follow up with the teacher, to apologize and request an opportunity to make-up the assignment. Continued use of translation services will be referred to administration.**

WL policy regarding level 1 placement

Students who have been enrolled in a Language B (Spanish or French) level 1 or 1B course more than 2 times, including middle school, will not be permitted to register for a 3rd time in level 1 or 1B. These students must pass and continue to level 2 or choose a different elective. We encourage these students to seek guidance from their teacher early and often to ensure success. There may be exceptions determined on a case by case basis by the WL department chair.

DCHS World Language Learner Profile

Using language and culture as a vehicle, we give students the opportunity to develop personal and global awareness by integrating the following 10 character traits into our lessons.

Inquirers are encouraged to ask questions related to the theme/topic discussed in class and related to their own personal lives. They are encouraged to refine their own personal styles through research--learning both independently and with others.

Knowledgeable learners are given the opportunity to explore, deepen their knowledge, and develop their understandings of concepts, ideas, local and global issues.

Thinkers are asked to reflect critically in every aspect from the nuances of language to complex global questions such as immigration, education, environment and other social issues.

Reflective learners are expected to consider their own unique strengths and limitations. They are willing to grow from their learning experiences and think critically about their own biases and habits.

Risk-takers are expected to take chances in using the target language and exploring new foods, concepts, beliefs and grammar and recognize the value of these novel experiences.

Communicators are required to communicate and collaborate in the target language in both oral and written work. Audience, purpose and cultural considerations are included making communicative choices.

Principled learners respect the dignity of themselves, their classmates, language differences, cultures, and the classroom community. Learners work together to achieve the goal of proficiency.

Open-minded learners appreciate the diversity of our world by understanding differing perspectives, traditions and experiences and reflecting on their own culture and personal history. We learn to reserve judgement in favor of simple observation.

Caring learners are encouraged to be brave and encouraging with themselves and their peers in the face of anxiety and uncertainty. Through this experience, we look to extend that same sense of empathy to cultures and people around the world.

Balanced learners recognize the value of dedication and hardwork as much and pleasure and interest in the learning process. We recognize that language proficiency is a culmination of many different skills and knowledge sets (reading, writing, speaking, listening, culture, vocabulary, grammar, etc) that must be simultaneously developed.

5 Tips for the padres

1. Remind your student to study vocabulary lists or verb forms 15 minutes a night.
2. Encourage different study methods to find one that fits your student.
2. The abstract nature of learning language can cause some learners a lot of anxiety. Stay positive, encouraging and help build your student's confidence.
3. Encourage students to communicate frequently with their teachers about grades and other issues.
4. We hope to offer tutoring both peer and teacher tutoring after school. Please contact your teacher for more information.
5. Model curiosity about other cultures and the courage to interact regardless of language or other barriers.

Helpful resources

www.quizlet.com
www.conjuguemos.com

www.spanishdict.com
www.wordreference.com

Textbooks are available for checkout in the library.