

COURSE OUTLINE – MYP YEAR 5 LANGUAGE ACQUISITION



Course Overview & Expectations:

PROFICIENCY IS THE GOAL

All four modalities: We listen, read, write, and speak in Spanish.

Language and culture: We use the language to explore our cultures and Spanish-speaking cultures.

Real world preparation: We use useful language in the class so that we are prepared to communicate in the real world.

Student-centered: We center our interactions on what each student needs, knows, and can do now and what each student needs to move forward.

Learning:

Through engaging with this course, students should UNDERSTAND...

Listening and viewing with intent supports our acquisition and understanding of a new language.



We can express ourselves and talk about the world around us in a new language.



With increased fluency, we can participate actively in reciprocal interactions.



We can share our experiences and perspectives through stories.



Creative works are an expression of language and culture.



Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.



Through engaging with this course, students will KNOW...

Statement of Inquiry	Key Concept/Concepts	Unit Title/Topic
Culture and tradition drive the creation of identity.	Culture, Identity	LAS CELEBRACIONES
Geography and needs of the land drive culture and tradition.	Systems, Time, Place & Space	GAUCHO
Family relationships affect the formation of personal identity.	Relationships, Perspective	NIÑOS PRISIONEROS
Political and social constructs can affect individual justice and equality.	Change, Development	LA GUERRA SUCIA
Travel can open your eyes to the perspectives of others.	Global Interactions	EL VIAJERO
Explorations into heritage can promote understanding and empathy of others' worldviews and perspectives.	Communities, Change	LA INMIGRACIÓN

Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Thinking and communicating	Students engage in informal and structured communication in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.
Personal and social awareness	Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in Language Acquisition:

Category Skill indicator	Examples
Thinking skills	<ul style="list-style-type: none"> • Create original works and ideas • Use existing works & ideas in new ways
Social skills	<ul style="list-style-type: none"> • Practise empathy
Communication skills	<ul style="list-style-type: none"> • Communicate for different purposes & audiences when speaking & writing • Read critically for comprehension, information & pleasure
Self-management skills	<ul style="list-style-type: none"> • Use appropriate strategies for focus & concentration • Organize work & supplies, and meet deadlines
Research skills	<ul style="list-style-type: none"> • Use memory techniques to develop long-term memory • Seek a range of perspectives from multiple & varied sources

Assessment:

Throughout this course, students will demonstrate their learning...

The MYP Language & Literature course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning. Formative assessments could include;	Summative assessment is assessment <i>of</i> learning. Summative assessments could include;
A: Listening	In-class activities	Quizzes, tests, projects
B: Reading	In-class activities	Quizzes, tests, projects
C: Speaking	In-class activities	Quizzes, tests, projects
D: Writing	In-class activities	Quizzes, tests, projects

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf>

Grade Descriptors:

Grade 7

Produces high-quality, frequently innovative work using a wide range of language. Communicates comprehensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a wide variety of written, spoken and visual texts. Consistently demonstrates critical and creative thinking to understand and construct language. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.

Grade 6

Produces high-quality, occasionally innovative work using a wide range of language. Communicates extensive understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, frequently with sophistication, to understand and construct language. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations.

Grade 5

Produces generally high-quality work using a range of language. Communicates good understanding of basic linguistic concepts and contexts through the effective use of language in response to a variety of written, spoken and visual texts. Demonstrates critical and creative thinking, sometimes with sophistication, to understand and construct language. Usually transfers knowledge and applies skills in familiar classroom and real-world situations, with some independence.

Grade 4

Produces good-quality work using range of language. Communicates basic understanding of most linguistic concepts and contexts through the use of language in response to a variety of texts, with few misunderstandings and minor gaps. Often demonstrates critical and creative thinking to understand and construct language. Transfers some knowledge and applies some skills in familiar classroom situations but requires support in unfamiliar situations.

Grade 3

Produces work of an acceptable quality using a basic range of language. Communicates basic understanding of many linguistic concepts and contexts through the use of language, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking to understand and construct language. Begins to transfer knowledge and apply skills, requiring support even in familiar classroom situations.

Grade 2

Produces work of limited quality using a very basic range of language. Communicates limited understanding of some linguistic concepts and contexts with significant gaps in understanding. Demonstrates limited evidence of critical and creative thinking to understand and construct language. Limited evidence of transfer of knowledge and application of skills.

Grade 1

Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking to understand and construct language. Very inflexible, rarely shows evidence of knowledge or skills.

Assessment Rubrics:

Proficient Level

Criterion A: Listening

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. identifies minimal stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
3-4	The student: <ol style="list-style-type: none"> i. identifies some stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
5-6	The student: <ol style="list-style-type: none"> i. identifies most stated information (facts and/or opinions and supporting details) in complex authentic texts ii. interprets conventions in complex authentic texts iii. interprets connections in complex authentic texts.
7-8	The student: <ol style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts ii. analyzes conventions in complex authentic texts iii. analyzes connections in complex authentic texts.

Criterion B: Comprehending written and visual text

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. identifies minimal stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
3-4	The student: <ol style="list-style-type: none"> i. identifies some stated information (facts and/or opinions) in complex authentic texts ii. identifies basic conventions in complex authentic texts iii. identifies basic connections in complex authentic texts.
5-6	The student: <ol style="list-style-type: none"> i. identifies most stated information (facts and/or opinions and supporting details) in complex authentic texts ii. interprets conventions in complex authentic texts iii. interprets connections in complex authentic texts.
7-8	The student: <ol style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in complex authentic texts ii. analyzes conventions in complex authentic texts iii. analyzes connections in complex authentic texts.

Criterion C: Speaking

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> uses a limited range of vocabulary uses a limited range of grammatical structures with many errors which often hinder communication uses pronunciation and intonation with many errors which often hinder comprehension during interaction, communicates limited relevant information.
3-4	<ol style="list-style-type: none"> uses a basic range of vocabulary uses a basic range of grammatical structures with some errors which sometimes hinder communication uses pronunciation and intonation with some errors which sometimes hinder comprehension during interaction, communicates some relevant information.
5-6	<ol style="list-style-type: none"> uses a range of vocabulary uses a range of grammatical structures with a few errors which do not hinder communication uses pronunciation and intonation with a few errors. However, these do not hinder comprehension during interaction, communicates most of the relevant information.
7-8	<ol style="list-style-type: none"> uses a wide range of vocabulary uses a wide range of grammatical structures generally accurately uses clear pronunciation and intonation which makes the communication easy to comprehend during interaction, communicates all or almost all of the required information clearly and effectively.

Criterion D: Writing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> uses a limited range of vocabulary uses a limited range of grammatical structures with many errors which often hinder communication presents some information in a recognizable format using some basic cohesive devices communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	<ol style="list-style-type: none"> uses a basic range of vocabulary uses a basic range of grammatical structures with some errors which sometimes hinder communication organizes information in a recognizable format using a range of basic cohesive devices communicates some relevant information with some sense of audience and purpose to suit the context.
5-6	<ol style="list-style-type: none"> uses a range of vocabulary uses a range of grammatical structures with a few errors which do not hinder communication organizes information in an appropriate format using simple and complex cohesive devices communicates most relevant information with a sense of audience and purpose to suit the context.
7-8	<ol style="list-style-type: none"> uses a wide range of vocabulary uses a wide range of grammatical structures generally accurately organizes information effectively and coherently in an appropriate format using a wide range of complex cohesive devices communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.