

COURSE OUTLINE – MYP YEAR 4 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
We build connections in our learning community through exploring our positions in time, place and space.	Communication, Connections	SIÉNTATE
Our views on competition and cooperation are both learned and expressed through cultural performance and our interactions within our relationships.	Culture, Relationships	LOS CASTELLS DE TARRAGONA
Food and its preparation and consumption in space and time is one expression of culture and identity.	Culture, Identity	LA COMIDA LATINA
The cultural and traditional stories we hear and share can tell us something about the community we are oriented within.	Communities, Culture	EL CUCUY
Meaning is constructed through the relationship between form and perspective in texts of personal and cultural expression.	Form, Perspective, Communication	CÓMO AGUA PARA CHOCOLATE
Relationships have consequences and affect societal norms, traditions, and connections.	Relationships, Form	EL CORTEJO

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

CURRICULAR COMPETENCIES	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:

Capable 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: <ul style="list-style-type: none"> i. identifies minimal stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies basic conventions in simple and some complex authentic texts iii. identifies basic connections in simple and some complex authentic texts.
3-4	The student: <ul style="list-style-type: none"> i. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies basic conventions in simple and some complex authentic texts iii. identifies basic connections in simple and some complex authentic texts.
5-6	The student: <ul style="list-style-type: none"> i. identifies most stated information (facts and/or opinions and supporting details) in a variety of simple and some complex authentic texts ii. interprets conventions in simple and some complex authentic texts iii. interprets connections in simple and some complex authentic texts.
7-8	The student: <ul style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts ii. analyzes conventions in simple and some complex authentic texts iii. analyzes connections in simple and some complex authentic texts.

Criterion B: Reading

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. identifies minimal stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies basic conventions in simple and some complex authentic texts iii. identifies basic connections in simple and some complex authentic texts.
3-4	The student: <ul style="list-style-type: none"> i. identifies some stated information (facts and/or opinions) in simple and some complex authentic texts ii. identifies basic conventions in simple and some complex authentic texts iii. identifies basic connections in simple and some complex authentic texts.
5-6	The student: <ul style="list-style-type: none"> i. identifies most stated information (facts and/or opinions and supporting details) in simple and some complex authentic texts ii. interprets conventions in simple and some complex authentic texts iii. interprets connections in simple and some complex authentic texts.
7-8	The student: <ul style="list-style-type: none"> i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in simple and some complex authentic texts ii. analyzes conventions in simple and some complex authentic texts iii. analyzes connections in simple and some 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	<p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. uses pronunciation and intonation with many errors which often hinder comprehension iv. during interaction, communicates limited relevant information.
3-4	<ul style="list-style-type: none"> i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. uses pronunciation and intonation with some errors which sometimes hinder comprehension iv. during interaction, communicates some relevant information.
5-6	<ul style="list-style-type: none"> i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. uses pronunciation and intonation with a few errors. However, these do not hinder comprehension iv. during interaction, communicates most of the relevant information.
7-8	<ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. uses clear pronunciation and intonation which makes the communication easy to comprehend iv. 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	<p>The student:</p> <ul style="list-style-type: none"> i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. presents some information in a recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	<ul style="list-style-type: none"> i. uses a basic range of vocabulary ii. uses a basic range of grammatical structures with some errors which sometimes hinder communication iii. organizes information in a recognizable format using a range of basic cohesive devices iv. communicates some relevant information with some sense of audience and purpose to suit the context.
5-6	<ul style="list-style-type: none"> i. uses a range of vocabulary ii. uses a range of grammatical structures with a few errors which do not hinder communication iii. organizes information in an appropriate format using simple and some complex cohesive devices iv. communicates most relevant information with a sense of audience and purpose to suit the context.
7-8	<ul style="list-style-type: none"> i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.