

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

## 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. <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include;</b>
<b>A: Listening</b>	In-class activities	Quizzes, tests, projects
<b>B: Reading</b>	In-class activities	Quizzes, tests, projects
<b>C: Speaking</b>	In-class activities	Quizzes, tests, projects
<b>D: Writing</b>	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>

## Assessment Rubrics:

# Proficient Level

## Criterion A: Listening

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

## Criterion B: Comprehending written and visual text

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

## Criterion C: Speaking

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

## Criterion D: Writing

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