

## COURSE OUTLINE – MYP PHASE 4 LANGUAGE ACQUISITION

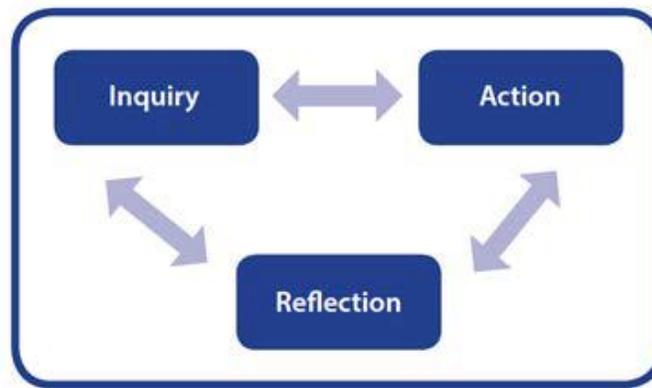
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*At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.*

*Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.*

### UNITS OF STUDY

MYP units foster student inquiry and are conceptually based. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understanding that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.



*(Developing an MYP Unit, 2014)*

### Language Acquisition Key Concepts:

- Connections
- Culture
- Creativity
- Communication

### Language Acquisition Related Concepts:

- Audience
- Meaning
- Context
- Function
- Structure
- Conventions
- Patterns
- Purpose
- Message
- Form
- Word choice
- Accent

**MYP Global Contexts** guide classroom inquiries and encourage an international perspective

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

### Approaches to Learning

All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject groups aims and objectives.

These skills will be the focus in Language Acquisition:

Category	Skill indicator
Thinking skills	<ul style="list-style-type: none"> <li>• Interpret data</li> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Create original works and ideas; use existing works and ideas in new ways</li> </ul>
Social skills	<ul style="list-style-type: none"> <li>• Practice empathy</li> <li>• Use social media networks appropriately to build and develop relationships</li> </ul>
Communication skills	<ul style="list-style-type: none"> <li>• Use a range of speaking techniques to communicate with a variety of audiences</li> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Read a variety of sources for information and for pleasure</li> </ul>
Self-management skills	<ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex information</li> <li>• Understand and use sensory learning preferences (learning styles)</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 and varied sources</li> <li>• Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> </ul>

The MYP Language Acquisition course will focus on developing skills related to 4 criteria based objectives.

- Comprehending spoken and visual text
- Comprehending written and visual text

- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

Students will be assessed based on the criteria detailed below and MYP assessment will be both formally (report cards) and informally (feedback on assignments) reported. MYP levels will be used to calculate a student's overall standing in a course.

### Criterion A: Comprehending spoken and visual text

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"> <li>• <b>has difficulty</b> constructing meaning from information or main ideas and supporting details; <b>is not able</b> to draw conclusions</li> <li>• <b>has difficulty</b> interpreting conventions</li> <li>• engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>• constructs <b>some</b> meaning and draws <b>some</b> conclusions from information, main ideas and <b>some</b> supporting details</li> <li>• interprets <b>some</b> conventions</li> <li>• engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>• constructs <b>considerable</b> meaning and draws conclusions from information, main ideas and supporting details</li> <li>• interprets <b>most</b> conventions</li> <li>• engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>• constructs <b>extensive</b> meaning and draws conclusions from information, main ideas and supporting details</li> <li>• interprets conventions</li> <li>• engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>



### 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	<p>The student:</p> <ul style="list-style-type: none"><li>• <b>has difficulty</b> constructing meaning by identifying stated information or main ideas and supporting details; is <b>not able</b> to draw conclusions</li><li>• <b>has difficulty</b> interpreting basic conventions including aspects of format and style, and author's purpose for writing</li><li>• engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li></ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"><li>• constructs <b>some</b> meaning from stated and <b>some</b> implied information, main ideas and supporting details; draws <b>some</b> conclusions</li><li>• interprets <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li><li>• engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li></ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"><li>• constructs <b>considerable</b> meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions</li><li>• interprets <b>most</b> basic conventions including aspects of format and style, and author's purpose for writing</li><li>• engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li></ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"><li>• constructs <b>extensive</b> meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions</li><li>• interprets basic conventions including aspects of format and style, and author's purpose for writing</li><li>• engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li></ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

**Criterion C: Communicating in response to spoken, 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: <ul style="list-style-type: none"> <li>• makes <b>limited</b> attempt to respond to spoken, written and visual text; responses are <b>often inappropriate</b></li> <li>• engages <b>minimally</b> in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance</li> <li>• expresses <b>few</b> ideas and feelings, and communicates <b>minimal</b> information in simple and complex texts</li> <li>• communicates with a <b>limited</b> sense of audience and purpose.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• responds to spoken, written and visual text, though <b>some responses may be inappropriate</b></li> <li>• engages <b>to some degree</b> in rehearsed and unrehearsed exchanges to share <b>some</b> ideas on topics of personal and global significance</li> <li>• expresses <b>some</b> ideas and feelings, and communicates <b>some</b> information in simple and complex texts; ideas are not always relevant or detailed</li> <li>• communicates with <b>some</b> sense of audience and purpose.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• responds <b>appropriately</b> to spoken, written and visual text</li> <li>• engages <b>considerably</b> in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance</li> <li>• expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed</li> <li>• communicates with a <b>considerable</b> sense of audience and purpose.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• responds <b>in detail</b> and appropriately to spoken, written and visual text</li> <li>• engages <b>confidently</b> in rehearsed and unrehearsed exchanges to share a <b>variety of informative and organized</b> ideas on topics of personal and global significance</li> <li>• <b>effectively</b> expresses a <b>wide range</b> of ideas and feelings, and communicates information in simple and complex texts; ideas are <b>relevant</b> and <b>developed</b>, and opinions are supported by examples and illustrations</li> <li>• communicates with an <b>excellent</b> sense of audience and purpose.</li> </ul>



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**Criterion D: Using language in spoken and written form**

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"><li>• <b>has difficulty</b> to write/speak using a basic of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li><li>• organizes <b>limited</b> information, and cohesive devices are <b>not used</b></li><li>• makes <b>minimal</b> use of language to suit the context.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• writes/speaks using a range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li><li>• organizes <b>some</b> information and uses a <b>limited</b> range of cohesive devices, not always <b>appropriately</b></li><li>• uses language to suit the context to <b>some degree</b>.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li><li>• organizes information and ideas <b>well</b>, and uses a <b>limited</b> range of cohesive devices <b>accurately</b></li><li>• <b>usually</b> uses language to suit the context.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and <b>excellent</b> intonation, making communication easy</li><li>• organizes information and ideas <b>clearly into a well-structured text</b>; uses a range of cohesive devices <b>accurately</b>, adding <b>clarity and coherence</b> to the message</li><li>• uses language <b>effectively</b> to suit the context.</li></ul>

