

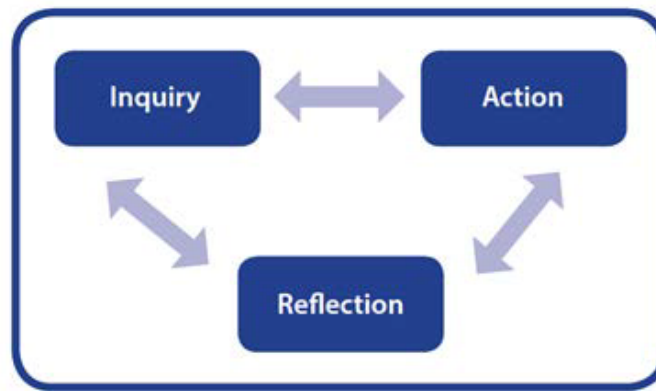
COURSE OUTLINE – MYP PHASE 2 LANGUAGE ACQUISITION

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

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"> • shows minimal understanding of messages, main ideas and supporting details • has limited awareness of basic conventions • engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited 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"> • shows some understanding of messages, main ideas and supporting details • has some awareness of basic conventions • engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some 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"> • shows considerable understanding of messages, main ideas and supporting details • has considerable awareness of basic conventions • engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable 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"> • shows excellent understanding of messages, main ideas and supporting details • has excellent awareness of basic conventions • engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough 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">identifies minimal basic facts and main ideas but few supporting details; is not able to draw conclusionshas limited awareness of basic conventions including aspects of format and style, and author's purpose for writingengages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited 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">identifies some basic facts, main ideas and supporting details; is not always able to draw conclusionsrecognizes some basic conventions including aspects of format and style, and author's purpose for writingengages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some 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">identifies most basic facts, main ideas and supporting details, and draws conclusionsrecognizes most basic conventions including aspects of format and style, and author's purpose for writingengages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable 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">clearly identifies basic facts, main ideas and supporting details, and draws conclusionsclearly recognizes basic conventions including aspects of format and style, and author's purpose for writingengages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough 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">• makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate• interacts minimally in basic structured exchanges• uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations• communicates with a limited sense of audience.
3-4	The student: <ul style="list-style-type: none">• responds to simple short phrases and some basic information in spoken, written and visual text, though some responses may be inappropriate• interacts to some degree in basic structured exchanges• uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed• communicates with some sense of audience.
5-6	The student: <ul style="list-style-type: none">• responds appropriately to simple short phrases and basic information in spoken, written and visual text• interacts considerably in basic structured exchanges• uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed• communicates with a considerable sense of audience.
7-8	The student: <ul style="list-style-type: none">• responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text• interacts confidently in basic structured exchanges• uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples• communicates with an excellent sense of audience.



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

