

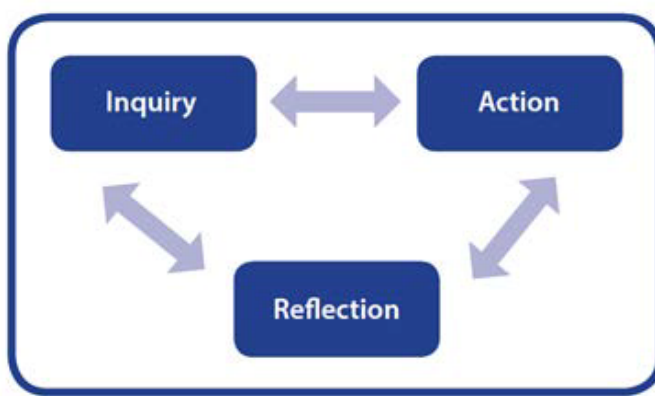
COURSE OUTLINE – MYP PHASE 4 LANGUAGE ACQUISITION

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 | • Structure | • Message |
| • Meaning | • Conventions | • Form |
| • Context | • Patterns | • Word choice |
| • Function | • Purpose | • 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"> • has difficulty constructing meaning from information or main ideas and supporting details; is not able to draw conclusions • has difficulty interpreting conventions • engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <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"> • constructs some meaning and draws some conclusions from information, main ideas and some supporting details • interprets some conventions • engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <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"> • constructs considerable meaning and draws conclusions from information, main ideas and supporting details • interprets most conventions • engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <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"> • constructs extensive meaning and draws conclusions from information, main ideas and supporting details • interprets conventions • engages thoroughly 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. <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"> • has difficulty constructing meaning by identifying stated information or main ideas and supporting details; is not able to draw conclusions • has difficulty interpreting basic conventions including aspects of format and style, and author's purpose for writing • engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <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"> • constructs some meaning from stated and some implied information, main ideas and supporting details; draws some conclusions • interprets some basic conventions including aspects of format and style, and author's purpose for writing • engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <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"> • constructs considerable meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions • interprets most basic conventions including aspects of format and style, and author's purpose for writing • engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <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"> • constructs extensive meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions • interprets basic conventions including aspects of format and style, and author's purpose for writing • engages thoroughly 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. <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	<p>The student:</p> <ul style="list-style-type: none"> • makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate • engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance • expresses few ideas and feelings, and communicates minimal information in simple and complex texts • communicates with a limited sense of audience and purpose.
3-4	<p>The student:</p> <ul style="list-style-type: none"> • responds to spoken, written and visual text, though some responses may be inappropriate • engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance • expresses some ideas and feelings, and communicates some information in simple and complex texts; ideas are not always relevant or detailed • communicates with some sense of audience and purpose.
5-6	<p>The student:</p> <ul style="list-style-type: none"> • responds appropriately to spoken, written and visual text • engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance • expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed • communicates with a considerable sense of audience and purpose.
7-8	<p>The student:</p> <ul style="list-style-type: none"> • responds in detail and appropriately to spoken, written and visual text • engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on topics of personal and global significance • effectively expresses a wide range of ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and developed, and opinions are supported by examples and illustrations • communicates with an excellent sense of audience and purpose.



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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 of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult• organizes limited information, and 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 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 information and uses a limited range of 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 information and ideas well, and uses a limited range of 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 information and ideas clearly into a well-structured text; uses a range of cohesive devices accurately, adding clarity and coherence to the message• uses language effectively to suit the context.