

## COURSE OUTLINE – MYP PHASE 2 LANGUAGE ACQUISITION

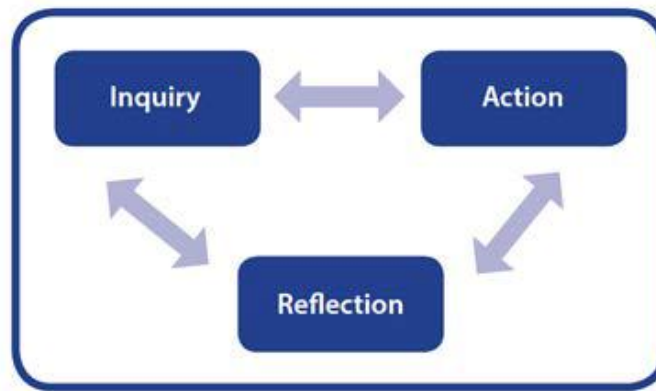
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*At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.*

*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>• shows <b>minimal</b> understanding of messages, main ideas and supporting details</li> <li>• has <b>limited</b> awareness of basic 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 personal response to the text.</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>• shows <b>some</b> understanding of messages, main ideas and supporting details</li> <li>• has <b>some</b> awareness of basic conventions</li> <li>• engages <b>adequately</b> with the spoken and visual text by identifying some ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</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>• shows <b>considerable</b> understanding of messages, main ideas and supporting details</li> <li>• has <b>considerable</b> awareness of basic 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 personal response to the text.</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>• shows <b>excellent</b> understanding of messages, main ideas and supporting details</li> <li>• has <b>excellent</b> awareness of basic conventions</li> <li>• engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</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>identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is not <b>able</b> to draw conclusions</li><li>has <b>limited</b> awareness of 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 personal response to the text.</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>identifies <b>some</b> basic facts, main ideas and supporting details; is <b>not always</b> able to draw conclusions</li><li>recognizes <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> personal response to the text.</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>identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions</li><li>recognizes <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 personal response to the text.</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><b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions</li><li><b>clearly</b> recognizes 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 personal response to the text.</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 simple short phrases and basic information in spoken, written and visual text; responses are <b>often inappropriate</b></li><li>• interacts <b>minimally</b> in basic structured exchanges</li><li>• uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations</li><li>• communicates with a <b>limited</b> sense of audience.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• responds to simple short phrases and <b>some</b> basic information in spoken, written and visual text, though <b>some responses may be inappropriate</b></li><li>• interacts <b>to some degree</b> in basic structured exchanges</li><li>• uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</li><li>• communicates with <b>some</b> sense of audience.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• responds <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li><li>• interacts <b>considerably</b> in basic structured exchanges</li><li>• uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</li><li>• communicates with a <b>considerable</b> sense of audience.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken, written and visual text</li><li>• interacts <b>confidently</b> in basic structured exchanges</li><li>• uses phrases <b>effectively</b> to communicate ideas, feelings and information in a <b>variety</b> of familiar situations; ideas are relevant, detailed and include examples</li><li>• communicates with an <b>excellent</b> sense of audience.</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 range 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> basic information, and basic 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 basic 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> basic information and uses a <b>limited</b> range of basic 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 basic information and ideas <b>well</b>, and uses a <b>limited</b> range of basic 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 excellent intonation, making communication easy</li><li>• organizes basic information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately</b>; <b>there is a logical structure and cohesive devices add clarity to the message</b></li><li>• uses language <b>effectively</b> to suit the context.</li></ul>

