

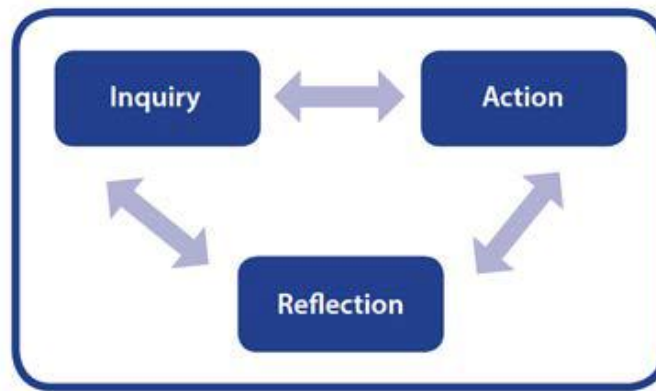
COURSE OUTLINE – MYP PHASE 3 LANGUAGE ACQUISITION

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 information, main ideas and supporting details, and is not able to draw conclusions • has limited understanding of 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"> • shows some understanding of information, main ideas and supporting details, and draws some conclusions • has some understanding of 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"> • shows considerable understanding of information, main ideas and supporting details, and draws conclusions • has considerable understanding of 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"> • shows excellent understanding of information, main ideas and supporting details, and draws conclusions • has excellent understanding of 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">• shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions• has limited understanding of 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">• shows some understanding of information, main ideas and supporting details, and draws some conclusions• understands 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">• shows considerable understanding of information, main ideas and supporting details, and draws conclusions• understands 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">• shows excellent understanding of information, main ideas and supporting details, and draws conclusions• clearly understands 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	The student: <ul style="list-style-type: none">• makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate• interacts minimally in rehearsed and unrehearsed exchanges• expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations• communicates with a limited sense of audience and purpose.
3-4	The student: <ul style="list-style-type: none">• responds to spoken, written and visual text, though some responses may be inappropriate• interacts to some degree in rehearsed and unrehearsed exchanges• expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed• communicates with some sense of audience and purpose.
5-6	The student: <ul style="list-style-type: none">• responds appropriately to spoken, written and visual text• interacts considerably in rehearsed and unrehearsed exchanges• expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed• communicates with a considerable sense of audience and purpose.
7-8	The student: <ul style="list-style-type: none">• responds in detail and appropriately to spoken, written and visual text• interacts confidently in rehearsed and unrehearsed exchanges• effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant 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 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 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 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.

