COURSE OUTLINE – MYP YEAR 3 SPANISH LANGUAGE ACQUISITION

Course Overview & Expectations:

PROFICIENCY IS THE GOAL
- **All four modalities:** We listen, read, write, and speak in Spanish.
- **Language and culture:** We use the language to explore our cultures and Spanish-speaking cultures.
- **Real world preparation:** We use useful language in the class so that we are prepared to communicate in the real world.
- **Student-centered:** We center our interactions on what each student needs, knows, and can do now and what each student needs to move forward.

Learning:
Through engaging with this course, students should UNDERSTAND…

Listening and viewing with intent supports our acquisition and understanding of a new language.	We can express ourselves and talk about the world around us in a new language.	With increased fluency, we can participate actively in reciprocal interactions.	We can share our experiences and perspectives through stories.	Creative works are an expression of language and culture.	Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.

Through engaging with this course, students will KNOW…

Statement of Inquiry	Key Concept/Concepts	Unit Title/Topic
Communicating about time, place, space, and personal identity fosters relationships in our learning community.	Communication; Identity	DICE
Through exploring stories in which characters move through time, place, and space, learners gain an understanding of personal and cultural expression.	Communication, Perspective	CAMINA Y CORRE
Cultural history and tradition of the people are embedded within language.	Culture, Connections	DÍA DE LOS MUERTOS
The actions and choices we make today and each day are connected through the developing arch of our lives and our connection to the global world.	Development	QUÉ QUIERES SER: LA UNIVERSIDAD
People within cultures have individual perceptions of aesthetic and fairness (Ex. the controversy that surrounds the Bullfight).	Culture, Aesthetics	LA CORRIDA DE TOROS

Through engaging with this course, students will DO…

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Thinking and communicating	Students engage in informal and structured communication in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.
Personal and social awareness	Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.

Through this course, students will develop the following Approaches to Learning skills…

Below are some examples of how we develop ATL skills in Language Acquisition:

Category Skill indicator	Examples
Thinking skills	• Create original works and ideas • Use existing works & ideas in new ways
Social skills	• Practise empathy
Communication skills	• Communicate for different purposes & audiences when speaking & writing • Read critically for comprehension, information & pleasure
Self-management skills	• Use appropriate strategies for focus & concentration • Organize work & supplies, and meet deadlines
Research skills	• Use memory techniques to develop long-term memory • Seek a range of perspectives from multiple & varied sources

Assessment:

Throughout this course, students will demonstrate their learning…

The MYP Language & Literature course will focus on developing skills related to 4 criteria-based objectives.	Formative assessment is assessment *as* learning, or assessment *for* learning. **Formative assessments could include;**	Summative assessment is assessment *of* learning. **Summative assessments could include;**
A: Listening	In-class activities, quizzes	Quizzes, tests, projects
B: Reading	In-class activities, quizzes	Quizzes, tests, projects
C: Speaking	In-class activities, quizzes	Quizzes, tests, projects
D: Writing	In-class activities, quizzes	Quizzes, tests, projects

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.
https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf

Assessment Rubrics:

Emergent Level
Criterion A: Listening

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: i. identifies **minimal** stated information (facts and/or opinions) in simple authentic texts ii. identifies **basic** conventions in simple authentic texts iii. identifies **basic** connections in simple authentic texts.
3-4	Developing	The student: i. identifies **some** stated information (facts and/or opinions) in simple authentic texts ii. identifies **basic** conventions in simple authentic texts iii. identifies **basic** connections in simple authentic texts.
5-6	Proficient	The student: i. identifies **most** stated information (facts and/or opinions and **supporting details**) in a variety of simple authentic texts ii. **interprets** conventions in simple authentic texts iii. **interprets** connections in simple authentic texts.
7-8	Extending	The student: i. identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts ii. **analyzes** conventions in simple authentic texts iii. **analyzes** connections in simple authentic texts.

Criterion B: Reading

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: i. identifies **minimal** stated information (facts and/or opinions) in simple authentic texts ii. identifies **basic** conventions in simple authentic texts iii. identifies **basic** connections in simple authentic texts.
3-4	Developing	The student: i. identifies **some** stated information (facts and/or opinions) in simple authentic texts ii. identifies **basic** conventions in simple authentic texts iii. identifies **basic** connections in simple authentic texts.
5-6	Proficient	The student: i. identifies **most** stated information (facts and/or opinions and **supporting details**) in a variety of simple authentic texts ii. **interprets** conventions in simple authentic texts iii. **interprets** connections in simple authentic texts.
7-8	Extending	The student: i. identifies **explicit and implicit** information (facts and/or opinions, and **supporting details**) in a **wide** variety of simple authentic texts ii. **analyzes** conventions in simple authentic texts iii. **analyzes** connections in simple authentic texts.

Criterion C: Speaking

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • uses a **limited range** of vocabulary • uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication • uses pronunciation and intonation with **many** errors which **often** hinder comprehension • during interaction, communicates **limited** relevant information.
3-4	Developing	The student: i. uses a **basic range** of vocabulary ii. uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii. uses pronunciation and intonation with **some** errors which **sometimes** hinder comprehension iv. during interaction, communicates **some** relevant information.
5-6	Proficient	The student: i. uses a **range** of vocabulary ii. uses a **range** of grammatical structures with **a few errors** which **do not** hinder communication iii. uses pronunciation and intonation with **a few** errors. However, these **do not** hinder comprehension iv. during interaction, communicates **most** of the relevant information.
7-8	Extending	The student: i. uses a **wide range** of vocabulary ii. uses a **wide range** of grammatical structures **generally accurately** iii. uses **clear** pronunciation and intonation which makes the communication **easy to comprehend** iv. during interaction, communicates **all or almost all** of the required information **clearly and effectively**.

Criterion D: Writing

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • uses a **limited range** of vocabulary • uses a **limited range** of grammatical structures with **many errors** which **often** hinder communication • presents **some information** in a **partially-recognizable** format using **some basic** cohesive devices • communicates **limited** relevant information with **some sense** of audience and purpose to suit the context.
3-4	Developing	The student: i. uses a **basic range** of vocabulary ii. uses a **basic range** of grammatical structures with **some errors** which **sometimes** hinder communication iii. organizes information in a **recognizable** format using a **range of basic** cohesive devices iv. communicates **some** relevant information with **some sense** of audience and purpose to suit the context.
5-6	Proficient	The student: i. uses a **range** of vocabulary ii. uses a **range** of grammatical structures with a **few errors** which **do not** hinder communication iii. organizes information in an **appropriate** format using **simple and some complex** cohesive devices iv. communicates **most** relevant information with a **sense** of audience and purpose to suit the context.
7-8	Extending	The student: • uses a **wide range** of vocabulary • uses a **wide range** of grammatical structures **generally accurately** • organizes information **effectively and coherently** in an **appropriate** format using a **wide range of simple and some complex** cohesive devices • communicates **all or almost all** the required information with a **clear sense** of audience and purpose to suit the context.