

## COURSE OUTLINE – MYP YEAR 4 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
We build connections in our learning community through exploring our positions in time, place and space.	Communication, Connections	SIÉNTATE
Our views on competition and cooperation are both learned and expressed through cultural performance and our interactions within our relationships.	Culture, Relationships	LOS CASTELLS DE TARRAGONA
Food and its preparation and consumption in space and time is one expression of culture and identity.	Culture, Identity	LA COMIDA LATINA
The cultural and traditional stories we hear and share can tell us something about the community we are oriented within.	Communities, Culture	EL CUCUY
Meaning is constructed through the relationship between form and perspective in texts of personal and cultural expression.	Form, Perspective, Communication	CÓMO AGUA PARA CHOCOLATE
Relationships have consequences and affect societal norms, traditions, and connections.	Relationships, Form	EL CORTEJO

## Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES	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	<ul style="list-style-type: none"> <li>• Create original works and ideas</li> <li>• Use existing works &amp; ideas in new ways</li> </ul>
Social skills	<ul style="list-style-type: none"> <li>• Practise empathy</li> </ul>
Communication skills	<ul style="list-style-type: none"> <li>• Communicate for different purposes &amp; audiences when speaking &amp; writing</li> <li>• Read critically for comprehension, information &amp; pleasure</li> </ul>
Self-management skills	<ul style="list-style-type: none"> <li>• Use appropriate strategies for focus &amp; concentration</li> <li>• Organize work &amp; supplies, and meet deadlines</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 &amp; varied sources</li> </ul>

## 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 <i>as</i> learning, or assessment <i>for</i> learning. <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include;</b>
<b>A: Listening</b>	In-class activities	Quizzes, tests, projects
<b>B: Reading</b>	In-class activities	Quizzes, tests, projects
<b>C: Speaking</b>	In-class activities	Quizzes, tests, projects
<b>D: Writing</b>	In-class activities	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:

# Capable Level

## Criterion A: Listening

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li>identifies <b>minimal</b> stated information (facts and/or opinions) in simple and some complex authentic texts</li> <li>identifies <b>basic</b> conventions in simple and some complex authentic texts</li> <li>identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li>identifies <b>some</b> stated information (facts and/or opinions) in simple and some complex authentic texts</li> <li>identifies <b>basic</b> conventions in simple and some complex authentic texts</li> <li>identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ol>
5-6	The student: <ol style="list-style-type: none"> <li>identifies <b>most</b> stated information (facts and/or opinions and <b>supporting details</b>) in a variety of simple and some complex authentic texts</li> <li><b>interprets</b> conventions in simple and some complex authentic texts</li> <li><b>interprets</b> connections in simple and some complex authentic texts.</li> </ol>
7-8	The student: <ol style="list-style-type: none"> <li>identifies <b>explicit and implicit</b> information (facts and/or opinions, and <b>supporting details</b>) in simple and some complex authentic texts</li> <li><b>analyzes</b> conventions in simple and some complex authentic texts</li> <li><b>analyzes</b> connections in simple and some complex authentic texts.</li> </ol>

## Criterion B: Reading

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> <li>identifies <b>minimal</b> stated information (facts and/or opinions) in simple and some complex authentic texts</li> <li>identifies <b>basic</b> conventions in simple and some complex authentic texts</li> <li>identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ol>
3-4	The student: <ol style="list-style-type: none"> <li>identifies <b>some</b> stated information (facts and/or opinions) in simple and some complex authentic texts</li> <li>identifies <b>basic</b> conventions in simple and some complex authentic texts</li> <li>identifies <b>basic</b> connections in simple and some complex authentic texts.</li> </ol>
5-6	The student: <ol style="list-style-type: none"> <li>identifies <b>most</b> stated information (facts and/or opinions and <b>supporting details</b>) in simple and some complex authentic texts</li> <li><b>interprets</b> conventions in simple and some complex authentic texts</li> <li><b>interprets</b> connections in simple and some complex authentic texts.</li> </ol>
7-8	The student: <ol style="list-style-type: none"> <li>identifies <b>explicit and implicit</b> information (facts and/or opinions, and <b>supporting details</b>) in simple and some complex authentic texts</li> <li><b>analyzes</b> conventions in simple and some complex authentic texts</li> <li><b>analyzes</b> connections in simple and some complex authentic texts.</li> </ol>

## Criterion C: Speaking

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>i. uses a <b>limited range</b> of vocabulary</li> <li>ii. uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication</li> <li>iii. uses pronunciation and intonation with <b>many errors</b> which <b>often</b> hinder comprehension</li> <li>iv. during interaction, communicates <b>limited</b> relevant information.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>i. uses a <b>basic range</b> of vocabulary</li> <li>ii. uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>iii. uses pronunciation and intonation with <b>some errors</b> which <b>sometimes</b> hinder comprehension</li> <li>iv. during interaction, communicates <b>some</b> relevant information.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>i. uses a <b>range</b> of vocabulary</li> <li>ii. uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication</li> <li>iii. uses pronunciation and intonation with <b>a few errors</b>. However, these <b>do not</b> hinder comprehension</li> <li>iv. during interaction, communicates <b>most</b> of the relevant information.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>i. uses a <b>wide range</b> of vocabulary</li> <li>ii. uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></li> <li>iii. uses <b>clear</b> pronunciation and intonation which makes the communication <b>easy to comprehend</b></li> <li>iv. during interaction, communicates <b>all or almost all</b> of the required information <b>clearly and effectively</b>.</li> </ul>

## Criterion D: Writing

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>i. uses a <b>limited range</b> of vocabulary</li> <li>ii. uses a <b>limited range</b> of grammatical structures with <b>many errors</b> which <b>often</b> hinder communication</li> <li>iii. presents <b>some information</b> in a <b>recognizable</b> format using <b>some basic</b> cohesive devices</li> <li>iv. communicates <b>limited</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>i. uses a <b>basic range</b> of vocabulary</li> <li>ii. uses a <b>basic range</b> of grammatical structures with <b>some errors</b> which <b>sometimes</b> hinder communication</li> <li>iii. organizes information in a <b>recognizable</b> format using a <b>range of basic</b> cohesive devices</li> <li>iv. communicates <b>some</b> relevant information with <b>some sense</b> of audience and purpose to suit the context.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>i. uses a <b>range</b> of vocabulary</li> <li>ii. uses a <b>range</b> of grammatical structures with <b>a few errors</b> which <b>do not</b> hinder communication</li> <li>iii. organizes information in an <b>appropriate</b> format using <b>simple and some complex</b> cohesive devices</li> <li>iv. communicates <b>most</b> relevant information with a <b>sense</b> of audience and purpose to suit the context.</li> </ul>
7-8	<ul style="list-style-type: none"> <li>i. uses a <b>wide range</b> of vocabulary</li> <li>ii. uses a <b>wide range</b> of grammatical structures <b>generally accurately</b></li> <li>iii. organizes information <b>effectively and coherently</b> in an <b>appropriate</b> format using a <b>wide range of simple and some complex</b> cohesive devices</li> <li>iv. communicates <b>all or almost all</b> the required information with a <b>clear sense</b> of audience and purpose to suit the context.</li> </ul>