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| LOGO XV | **XV. GIMNAZIJA****International Baccalaureate Department****Middle Years Programme****Language acquistiion- Croatian**  | Worldschool-small |

**Course description 2016/2017**

# Introduction

The Language B course will meet the needs of students with substantial previous knowledge of a second (or foreign) language in Croatian.

The intention is to provide students with the linguistic skills necessary for further study in the language and to promote an understanding of the culture of the countries where the language is spoken as well as to promote the ability to cope with the language demands of day-to-day transactional and social contacts. The course should also provide an efficient tool for the study of other subjects.

# Course Details

The Croatian B will cover a variety of themes such as:

## *MYP 4*

* Sport and recreation in Croatia
* Family and celebrations
* Health and cuisine of Croatia
* Travelling in Croatia

## *MYP 5*

* Knowing the world that surrounds us
* Interacting with the world that surrounds us
* Describing the world that surrounds us
* Enjoying the world that surrounds us

# Course Aims

Croatian B language group consists of students with different levels of linguistic proficiency when they begin. There is a single set of course aims, which are common to all the students, but the assessment objectives are differentiated according to what the students are expected to be to able to demonstrate at the end of each course. The aims are to:

1. develop students’ intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students’ awareness of the role of language in relation to other areas of knowledge
5. develop students’ awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

# Course Objectives

1. Comprehending spoken and visual text
2. Comprehending written and visual text
3. Communicating in response to spoken, written and visual text
4. Using language in spoken and written form

Teaching and learning in Croatian B is organized in six phases:

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| --- | --- | --- | --- | --- | --- |
| **Phase 1** | **Phase 2** | **Phase 3** | **Phase 4** | **Phase 5** | **Phase 6** |
| A very limitedrange ofinterpersonaland culturalcontexts | A limitedrange ofinterpersonaland culturalcontexts | A limitedrange ofinterpersonaland culturalcontexts | A range ofinterpersonaland culturalcontexts | A range ofinterpersonaland culturalcontexts | A wide range ofinterpersonaland culturalcontexts |
| Use basicvocabulary | Use basiclanguage | Use languageaccurately | Use languageaccurately | Use languageaccurately andeffectively | Use oratorytechnique |
| Simple shorttexts | Simple texts | A limited rangeof texts | A range of texts | A range of texts | A wide range oftexts |
| Interact insimple andrehearsedexchanges | Interact inbasic rehearsedand someunrehearsedexchanges | Interact inrehearsed andunrehearsedexchanges | Engage actively | Engage actively | Engage actively |
| Understandand respond | Understandand respond | Understandand respond | Understand,interpret andrespond | Understand,analyze andrespond | Understand,analyze,evaluate andrespond |
| Identify andrecognize | Recognize andunderstand | Understand | Constructmeaning/interpret | Constructmeaning/analyze | Evaluate |

# Course Assessment

Students will be assessed on their ability to:

* Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
* Use language appropriate to a range of interpersonal and/or cultural contexts
* Understand and use language to express and respond to a range of ideas with accuracy and fluency
* Organize ideas on a range of topics, in a clear, coherent and convincing manner
* Understand, analyze and respond to a range of written and spoken texts

Assessment for phases 1 to 6 of MYP language acquisition is criterion-related, based on four equally weighted assessment criteria.

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| --- | --- | --- |
| **Criterion A** | Comprehending spoken and visual text | Maximum 8 points |
| **Criterion B** | Comprehending written and visual text | Maximum 8 points |
| **Criterion C** | Communicating in response to spoken, written and visual text | Maximum 8 points |
| **Criterion D** | Using language in spoken and written form | Maximum 8 points |

The language acquisition subject group objectives correspond to assessment criteria. Each criterion has nine possible achievement levels (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation. All strands of all four assessment criteria are addressed at least twice in each year of the MYP.

# Final Grades

Points are awarded in each criterion at the end of the school year, taking into account achievements in each individual task (formative and summative assessment). Final grades are derived according to the grade boundaries provided by the IB:

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| --- | --- |
| **Grade** | **Boundaries** |
| 1 | 0-5 |
| 2 | 6-9 |
| 3 | 10-14 |
| 4 | 15-18 |
| 5 | 19-23 |
| 6 | 24-27 |
| 7 | 28-32 |

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