MYP Language Acquisition SCWA

Key Concepts

Key concepts promote the development of a broad curriculum.   They represent
big ideas that are both relevant within and across disciplines and subjects. For language acquisition these are **Communication, Connections, Creativity** and **culture**

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Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Related Concepts

Related concepts Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of language aquistion.

| Phases 1–2					
Accent	Audience	Context	Conventions	Form	Function
Meaning	Message	Patterns	Purpose	Structure	Word choice
Phases 3–4					
Audience	Context	Conventions	Empathy	Function	Idiom
Meaning	Message	Structure	Point of view	Purpose	Word choice
Phases 5–6					
Argument	Audience	Bias	Context	Empathy	Idiom
Inference	Point of view	Purpose	Stylistic choices	Theme	Voice

Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

• Why are we engaged in this inquiry?
• Why are these concepts important?
• Why is it important for me to understand?
• Why do people care about this topic?

MYP sciences can develop meaningful explorations of:

 • identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development
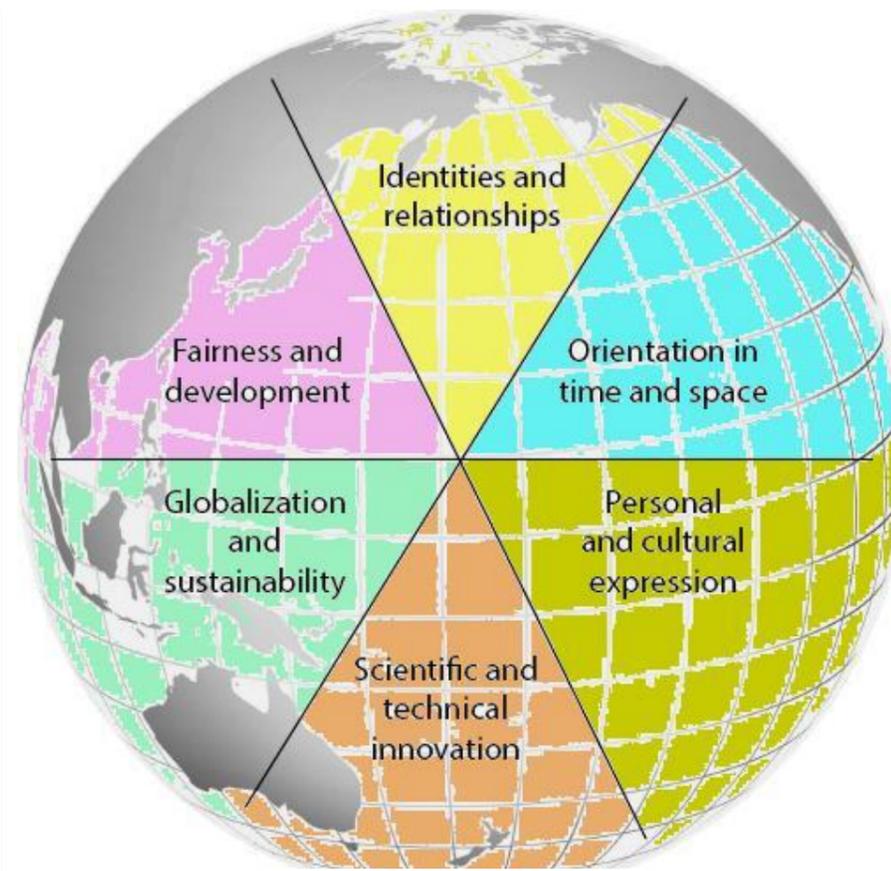
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Statement of Enquiry Criteria

Statement of inquiry Teachers construct the statement of inquiry for a unit by combining a **key concept**, one or more **related concepts**, and a **global context** for the unit into a **meaningful statement** that students can understand. This statement expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself (Erickson 2007; Marzano 2009). The statement of inquiry:
• represents a contextualized, conceptual understanding
• describes a complex relationship that is worthy of inquiry
• explains clearly what students should understand and why that understanding is meaningful
• can be qualified (using phrases such as "often", "may" and "can") if it is not true in all situations, but is still an important idea
• can be formulated at different levels of specificity.

Overview of Assessment

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), 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. This guide provides the required assessment criteria for years 1, 3 and 5 of MYP sciences. In response to national or local requirements, schools may add criteria and use additional models of assessment. Schools must use the appropriate assessment criteria as published in this guide to report students' final achievement in the programme. Teachers clarify the expectations for each summative assessment task with direct reference to these assessment criteria. Task-specific clarifications should clearly explain what students are expected to know and do. They could be in the form of: • a task-specific version of the required assessment criteria • a face-to-face or virtual classroom discussion • a detailed task sheet or assignment.

Phases

Phases Teaching and learning in the language acquisition subject group is organized in six phases. The phases do not correspond to particular age groups or MYP years. When planning the language acquisition curriculum, teachers will need to decide the most suitable phase in which to place individual students or a group of students, as informed by the achievable exit point for the students and the language learning pathways available to the students. It is at the school's discretion how to group students into the six phases. However, it is essential to consider first and foremost a reasonable differentiation and manageable combination of proficiencies in one class. The school should take into account the demands on the teacher to concentrate on the needs of all the students and to plan appropriate teaching strategies and learning experiences for all. Teachers should take note of the following recommendations. • Students should be grouped in no more than two consecutive phases in one class together. • Students with no prior knowledge of the additional language they wish to study in the MYP should start in phase 1. • In most cases, students exiting from phase 4 will have had the equivalent of at least four years of additional language learning. • Students should spend time in the phase 5 or 6 language acquisition classroom to develop some of the foundation skills needed in the language and literature course. • Phase 6 will not be the typical exit level for most students. For example: • beginner students of the language could be grouped in a phase 1 and 2 class together • intermediate students of the language could be grouped in a phase 2 and 3 class together or a phase 3 and 4 class together • proficient students could be grouped in a phase 4 and 5 class together or a phase 5 and 6 class together. Schools could also decide to offer only phases 2, 4 and 6, or only phases 1, 3 and 5. This will depend on: • whether the school has a three-, four- or five-year programme, and • whether the students are beginners in the additional language when they start the MYP. Teachers may find it helpful to place students in an earlier phase as a transitional step before grouping them in two broader consecutive phases. For example: • a number of students follow phase 1 objectives and learning experiences grouped in the class with phases 2 and 3. After a period of time within the school term or semester, the phase 1 students merge with the phase 2 and 3 group. It is possible for a student to exit the programme from any phase based on individual progress and achievement throughout each school year. Schools should choose the phase that offers the student: • an academically challenging course • the most opportunities to achieve in the subject • the most suitable pathways for further study.

Assessment Criteria Phase1

Achievement Level	Level Descriptor			
	Criterion A: Comprehending spoken and visual text	Criterion B Comprehending written and visual text	Criterion C: Communicating in response to spoken and/or written and/or visual text	Criterion D: Using language in spoken and/or written form
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. identifies minimal basic facts, messages, main ideas and supporting details ii. has limited awareness of basic conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. The student shows limited understanding of the content, context and concepts of the text as a whole.	The student: i. identifies minimal basic facts, messages, main ideas and supporting details ii. has limited awareness of basic aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. The student shows limited understanding of the content, context and concepts of the text as a whole.	The student: i. makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are often inappropriate ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with a limited sense of audience.	The student: i. has difficulty to write/speak using a basic range of vocabulary, grammatical struc tures and conventions; when speak ing, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited basic information, and basic cohesive devices are not used iii. makes minimal use of language to suit the context..
3-4	The student: i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows some understanding of the content, context and concepts of the text as a whole.	The student: i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows some understanding of the content, context and concepts of the text as a whole.	The student: i. responds to simple short phrases and basic informationin spoken and/or written and/or visual text, though some responses may be inappropriate ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with some sense of audience.	The student: i. 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 ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5-6	The student: i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows considerable understanding of the content, context and concepts of the text as a whole.	The student: i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows considerable understanding of the content, context and concepts of the text as a whole. Language acquisition assessment criteria: Phase 1 52 Language acquisition guide Achievement level Level descriptor.	The student: i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics iv. communicates with a considerable sense of audience.	The student: i. 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 ii. organizes basic information and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context
7-8	The student: i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole.	The student: i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole.	The student: i. responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicates with an excellent sense of audience	The student: i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information clearly and uses a range of basic cohesive devices accurately iii. uses language effectively to suit the context.

MYP Unit Planner Check List	Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	Inquiry Questions	Approaches to Learning