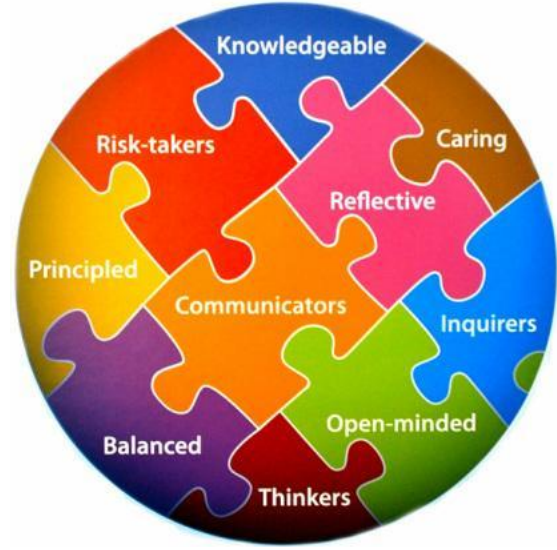


# MYP Language Acquisition SCWA

## 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**



## 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 acquisition.

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

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

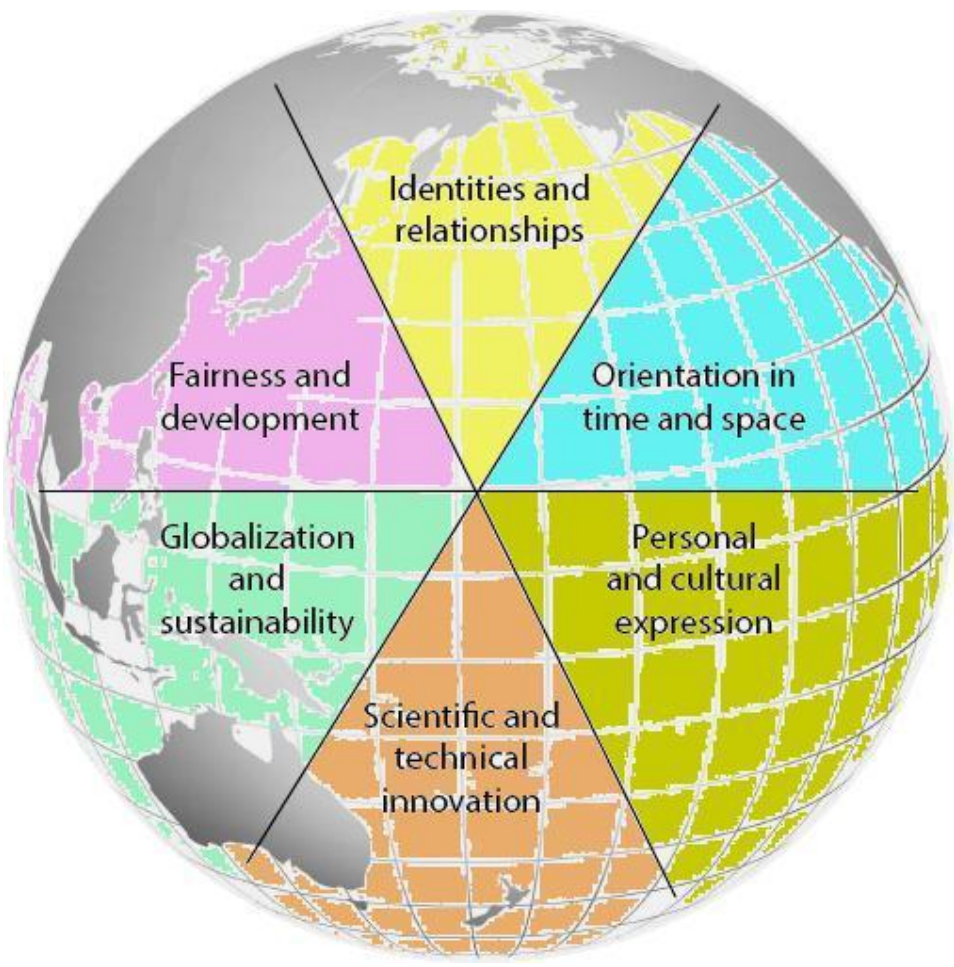
## Global Concepts

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



## 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.

Achievement Level	Level Descriptor - Emergent Level (Phase 1 and 2)			
	Criterion A: Listening At the end of the emergent level, students should have been exposed to a wide variety of simple authentic spoken multimodal texts and be able to: i. identify explicit and implicit information (facts and/or opinions, and supporting details) ii. analyse conventions iii. analyse connections.	Criterion B: Reading At the end of the emergent level, students should be exposed to a wide variety of simple authentic written multimodal texts and be able to: i. identify explicit and implicit information (facts and/or opinions, and supporting details) ii. analyse conventions iii. analyse connections.	Criterion C: Speaking At the end of the emergent level, students should be able to: i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in comprehensible manner iv. communicate all or almost all the required information clearly and effectively.	Criterion D: Writing At the end of the emergent level, students should be able to: i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context.
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 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	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	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. uses pronunciation and intonation with many errors which often hinder comprehension iv. during interaction, communicates limited relevant information.	The student: i. uses a limited range of vocabulary ii. uses a limited range of grammatical structures with many errors which often hinder communication iii. presents some information in a partially-recognizable format using some basic cohesive devices iv. communicates limited relevant information with some sense of audience and purpose to suit the context.
3-4	The student: i. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.	The student: i. identifies some stated information (facts and/or opinions) in a variety of simple authentic texts ii. identifies basic conventions in simple authentic texts iii. identifies basic connections in simple authentic texts.	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.	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	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	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	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.	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	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections in simple authentic texts.	The student: i. identifies explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts ii. analyses conventions in simple authentic texts iii. analyses connections in simple authentic texts.	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 the required information clearly and effectively	The student: i. uses a wide range of vocabulary ii. uses a wide range of grammatical structures generally accurately iii. organizes information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.