

MYP Language Acquisition

A companion manual to support
Principles to Practice and the *Subject Guide*

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Conceptual Understanding

A concept is a “big idea”—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or a place in time. Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence of language acquisition.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics. Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues and evaluate decisions that can have an impact on themselves, their communities and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum

KEY CONCEPTS

Key concepts promote interdisciplinary understanding. They represent big ideas that are both within and across disciplines and subjects.

The MYP has chosen 16 key concepts to be explored across all subjects, but 4 have been identified as the framework for mathematics. As your focus for the year, these concepts will inform units of work and help to organize teaching and learning. Unit of study will focus on one to two key concepts and each concept should be addressed at least once in the duration of the course.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global Interactions	Identity	Logic
Perspective	Relationships	Systems	Time, Place, & Space

Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).

Through the exploration of language and the process of learning language, we exchange, express and transform information, facts, ideas, meanings and opinions. Communication is the

basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

Connections

Connections are links, bonds and relationships among people, objects, organisms or ideas.

Linguistic and literary connections exist across time, cultures and across oral, visual and written texts. This concept is central to the study of language and allows for the exploration of language, applying knowledge of, and about, the language, and relationships between text, creator and audience.

Creativity

Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process, as well as outcomes, products or solutions.

Creativity is nurtured through the process of learning language as this process involves us in divergent thinking, applying ideas, taking risks and expressing ourselves in order to relate to, and interact with, the world.

Culture

Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic.

Learning the language of a community provides opportunities to embrace diversity, to interact with sensitivity and empathy, and to participate in meaningful global interactions, which in turn develops sociocultural competence and intercultural awareness leading to international-mindedness.

Other key concepts can also be important in language acquisition; including **identity, perspective, form, time, place and space.**

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. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

Accent	Accent refers to the pronunciation of a language, usually in a geographical or socio-economic context in a first language. It encompasses spoken communication. In a target language, the first language accent may influence accent in the target language.
Argument	Argument refers to the coherent backdrop of reasoned text that may or may not involve disagreement, debate or persuasion.
Audience	Refers to whomever a text or performance is aimed at: the reader, the listener, the viewer.
Bias	Bias refers to a conscious distortion or exaggeration, which usually expresses prejudice or partiality.
Context	The social, historical, cultural and workplace settings in which a text or work is produced.
Conventions	Conventions are the characteristics of a literary or non-literary genre. These features may, of course, vary between languages. Each genre has recognizable techniques, referred to as literary or linguistic conventions, and writers use these conventions, along with other features, in order to achieve particular artistic ends.
Empathy	Empathy refers to an attitude of understanding, an emotional identification with a person, character, argument or situation.
Form	Form refers to the linguistic shape communication may take. It is the mold that is filled with linguistic content.
Function	Function refers to the purpose and/or use of communication.
Idiom	Idiom is unique to each language. It refers to a manner of speaking or to specific expressions whose meaning differs from the meaning of its individual components.
Inference	Information in a text that goes beyond what is first understood or apparent, to identify what may be thought, expressed or considered correct. It is the layer of text that is often referred to as “between the lines”.
Meaning	Meaning refers to what is communicated, by intention or by implication, using any range of human expression. It is sometimes referred to as “message”. Meaning includes “layers of meaning”, nuance, denotation, connotation, inference, subtext.
Message	A communication in writing, speech, verbal or non-verbal language. The message can also be an underlying theme or idea.

Patterns	Patterns refers to use of language and style, which can be functional, decorative or social. They reflect the unique characteristics of a language.
Point of View	Point of view refers to an attitude or perception that is communicated in text.
Purpose	The purpose for communicating can be, for example, to entertain, to recount, to socialize, to inquire, to inform, to persuade, to explain, to instruct. In literary terms, the creator's intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, bias, persuasive techniques, function, critical stance, & message.
Structure	Structure refers to the organization, pattern and elements of text, in any format. It promotes comprehension and effectiveness of communication. For example, this may involve an introduction, development and conclusion (as in some types of formal essay)
Stylistic Choices	A creator makes choices about what they are going to describe and how to describe it in order to create effect. It is an umbrella term covering literary and non-literary features: linguistic devices (for example, rhetorical, syntax, repetition); literary devices (for example, symbolism, metaphor, simile); visual devices (for example, colour, texture, symbolism, foregrounding).
Theme	Theme refers to a dominant subject, thread or idea that is conveyed through a text form.
Voice	This concept relates to both a reader's experience of a work of literature and a writer's style when producing text. Voice is the characteristic speech and thought patterns of a narrator; a persona, which conveys his or her attitude, personality, and character.

Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP language acquisition can develop meaningful explorations. Many inquiries into language acquisition concepts naturally focus personal and cultural expression, and identities and relationships. However, courses in this subject group should, over time, offer students multiple opportunities to explore all MYP global contexts in relationship to the aims and objectives of the subject group.

MYP Global Contexts

<p style="text-align: center;">identities and relationships</p> <p style="text-align: center;"><i>Who am I? Who are we?</i></p>	<p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • physical, psychological and social development, transitions, health and well-being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind
<p style="text-align: center;">orientation in time and space</p> <p style="text-align: center;"><i>What is the meaning of 'where' and 'when'?</i></p>	<p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange • epochs, eras, turning points and 'big history' • scale, duration, frequency and variability • peoples, boundaries, exchange and interaction • natural and human landscapes and resources • evolution, constraints and adaptation
<p style="text-align: center;">personal and cultural expression</p> <p style="text-align: center;"><i>What is the nature and purpose of creative expression?</i></p>	<p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • artistry, craft, creation, beauty • products, systems and institutions • social constructions of reality; philosophies and ways of life; belief systems; ritual and play • critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • metacognition and abstract thinking • entrepreneurship, practice and competency

MYP Global Contexts

<p>scientific and technical innovation</p> <p><i>How do we understand the worlds in which we live?</i></p>	<p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • systems, models, methods; products, processes and solutions • adaptation, ingenuity and progress • opportunity, risk, consequences and responsibility • modernization, industrialization and engineering • digital life, virtual environments and the information age • the biological revolution • mathematical puzzles, principles and discoveries
<p>globalization and sustainability</p> <p><i>How is everything connected?</i></p>	<p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • markets, commodities and commercialization • human impact on the environment • commonality, diversity and interconnection • consumption, conservation, natural resources and public goods • population and demography • urban planning, strategy and infrastructure
<p>fairness and development</p> <p><i>What are the consequences of our common humanity?</i></p>	<p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> • democracy, politics, government and civil society • inequality, difference and inclusion • human capability and development ; social entrepreneurs • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future

Teaching and Learning through Inquiry

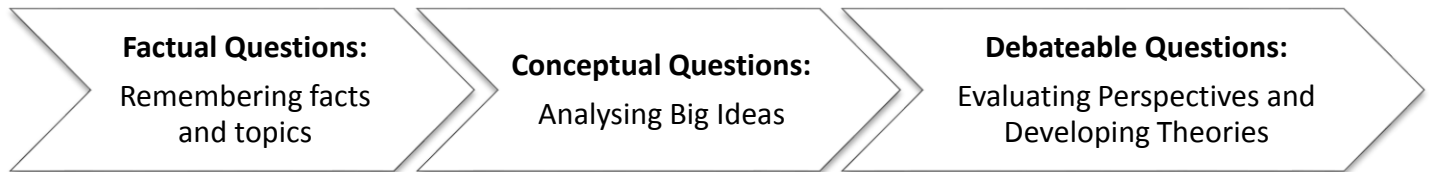
Statements of Inquiry

A statement of inquiry sets conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning

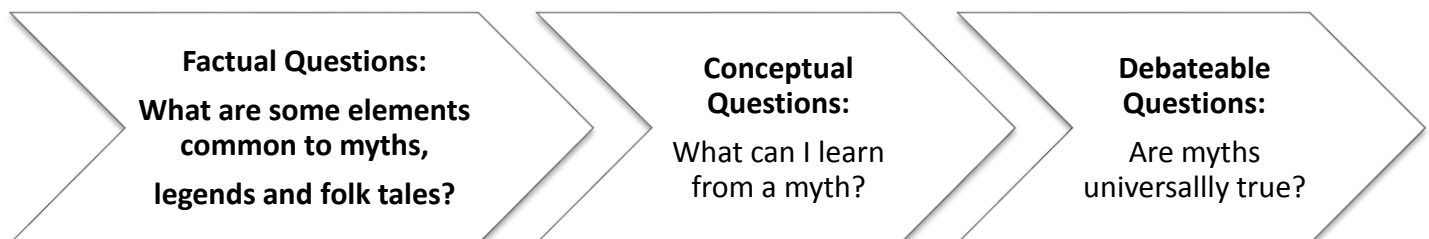
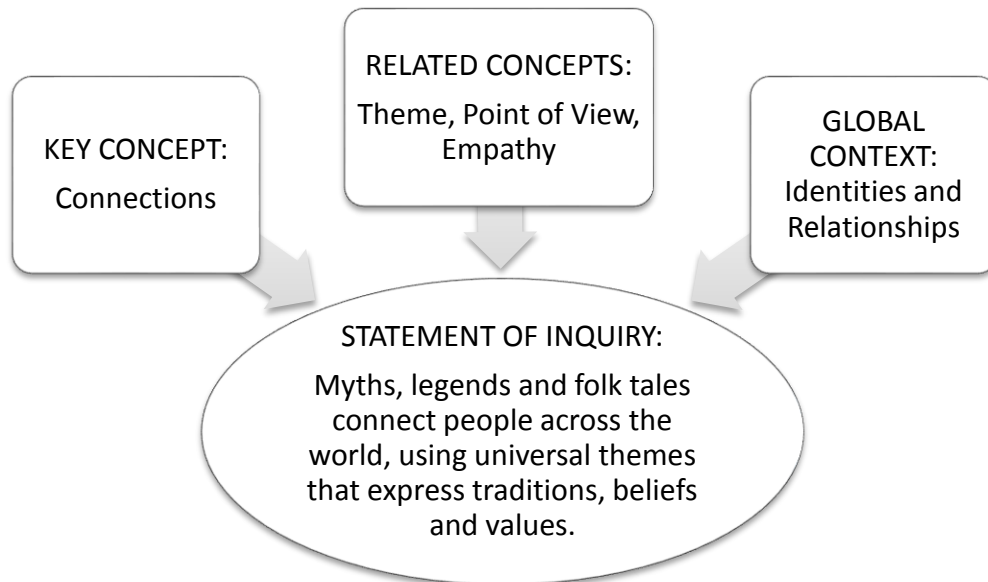


Inquiry Questions

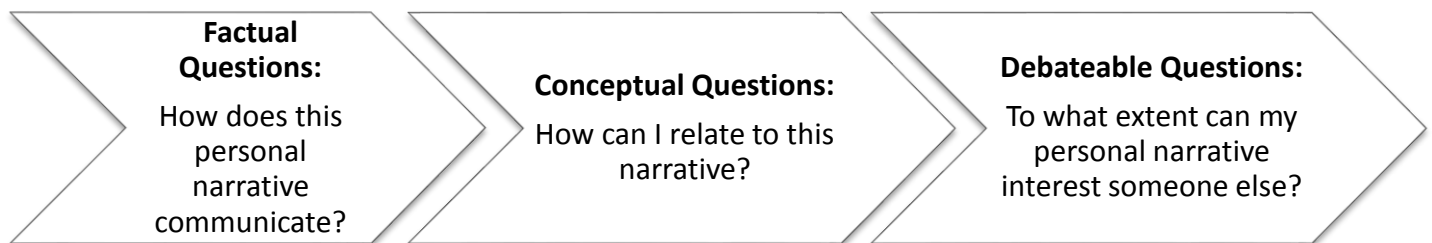
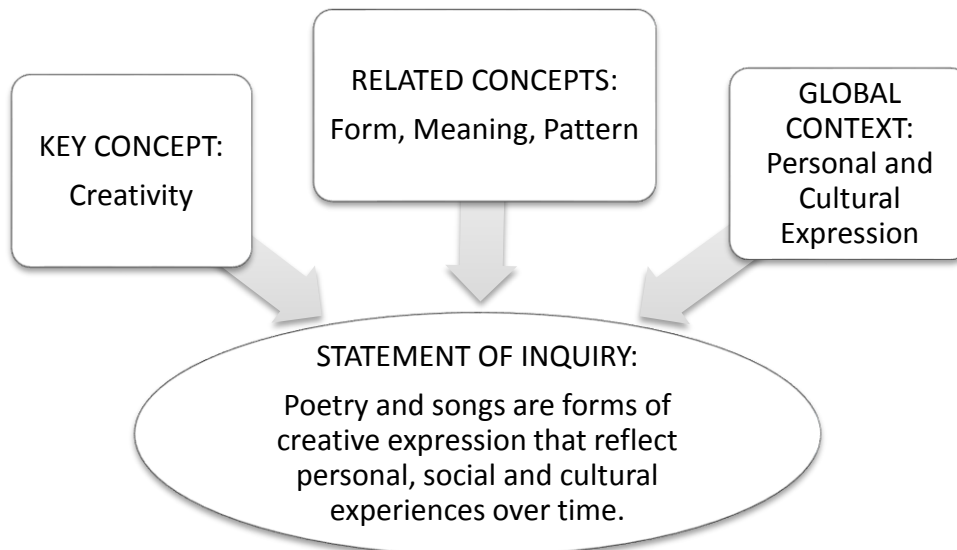
Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.



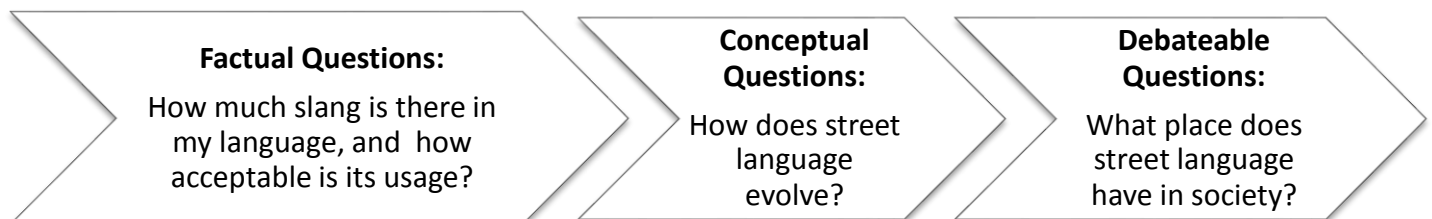
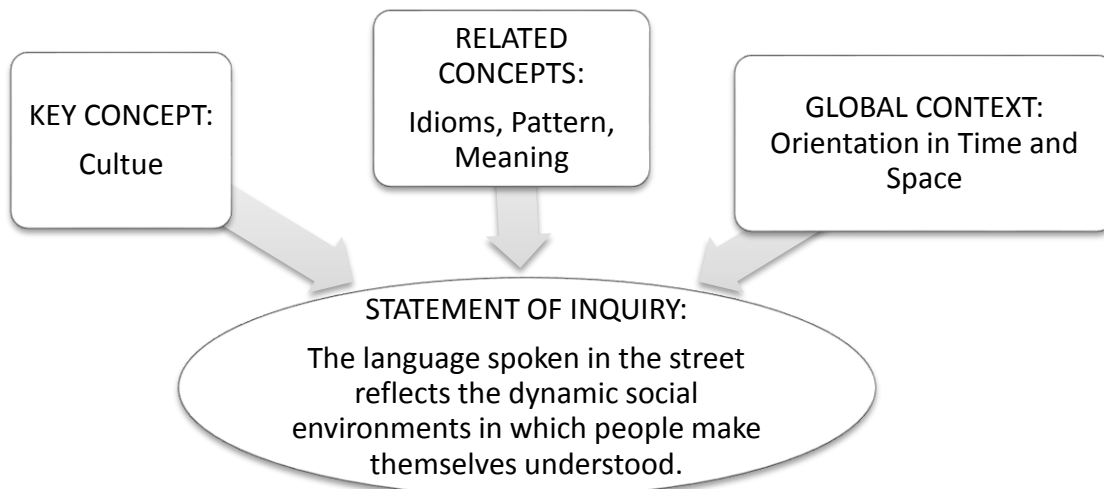
Possible Project/Study: Myths, Legends, and Folk Tales



Possible Project/Study: Poetry and Song Unit



Possible Project/Study: Language Skills Focus Unit



Language Acquisition Proficiency and Continuums

MYP language acquisition global proficiency table

The purpose of the MYP language acquisition global proficiency table is to provide teachers with statements indicating the competencies expected of students in each phase of the MYP language acquisition subject group. The table provides holistic statements describing a student's achievement against the course objectives towards being a capable communicator. The characteristics of a communicator in each phase of the course are described through a statement explaining what the student **should be able to do by the end of the phase**.

Capable Communicator	
Phase 3 (Level 1 at MHS)	Phase 4 (Level 2 at MHS)
<p>Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.</p>	<p>Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.</p>

Language Acquisition Continuums

Continuums provide visual representations of developmental stages of learning, and can be very useful for teachers and students when applied to skills development. They show a progression of achievement and can identify where a student has reached in relation to that learning process. *MYP: From principles into practice* (May 2014)

The continuums make explicit the specific expectations in each area of communication in each phase. They state the learning targets that can be set for the students to support them to progress to the next phase. The expectations take into account the limited content, context and proficiency in the target language in the earlier phases. Learning outcomes and learning experiences should be **conceptually and linguistically appropriate for that phase**.

The “evidence” list is not exhaustive, nor is it a prescribed list of operations to be performed and assessed. They should be used as indicators or examples of suitable evidence to guide planning of teaching strategies and learning experiences in the unit, and through which the appropriate concepts and content will be taught. They are indicators of the types of actions, behaviours and skills students will demonstrate as evidence of the knowledge, understanding or skill acquired from the learning experiences.

The three areas of communication (oral, visual and written) are represented by four continuums.

- Listening and speaking
- Viewing and interpreting
- Reading comprehension
- Writing

Oral communication (listening and speaking) is represented on one continuum to emphasize the interactive and reciprocal aspect of this objective, while still allowing for the tracking of listening as a distinct receptive skill.

Visual interpretation is represented on one continuum to acknowledge the close connection between understanding the meaning in visual text and interpreting that meaning to convey ideas or opinions in oral or written form. The focus for this objective is to construct meaning from visual text that is presented with spoken and/or written text.

Students' learning experiences in reading comprehension and writing will involve them in analysing text, engaging with ideas and opinions in the text, structuring their ideas, responding to—and sharing—ideas and opinions, whether orally or in written form, as well as reading for enjoyment in the target language. These two complex skills are represented on separate continuums to facilitate planning and teaching the specific strategies and techniques, as well as comprehensively tracking the development of these two skills.

Listening and Speaking Continuum

	Phase 3	Phase 4
Specific expectations for the end of the phase	<p>The student should be able to:</p> <ul style="list-style-type: none"> • understand and respond to a limited range of spoken texts • communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone. 	<p>The student should be able to:</p> <ul style="list-style-type: none"> • understand, interpret and respond to a range of spoken texts • communicate information, ideas and opinions in familiar and unfamiliar situations • request and provide information in a range of spoken contexts • use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences • use appropriate register in formal and informal oral communication • use language accurately • engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.
Evidence	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> • follows multi-step directions • listens and speaks in small-group and whole-class interactions and short talks • interacts in pair work, information gap and role-play activities • picks out main points in a story, song, or short informational text told • retells a story or event shared • uses vocabulary for a specific situation or purpose (an invitation, a telephone call) • uses language to explain, inquire and compare • expresses thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life • makes a presentation and can answer some follow-up questions posed by the audience. 	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> • follows main points in an announcement • listens to others responsively by asking questions about some concrete and abstract topics • listens to a story told and shows understanding by anticipating or predicting events and ideas • expresses and defends a point of view • begins to paraphrase and summarize <ul style="list-style-type: none"> • verbalizes thinking and explains reasons for a story or information heard about topics of personal and some of global significance • gives a talk or presentation to small and large groups (about a book read or a film watched) and answers unprepared questions posed by the audience.

Viewing and Interpreting Continuum

	Phase 3	Phase 4
Specific expectations for the end of the phase	<p>The student should be able to:</p> <ul style="list-style-type: none"> • understand information presented in visual texts • understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/ or written text • understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/ or written text • understand visual conventions used in texts • understand and respond to a limited range of visual texts. 	<p>The student should be able to:</p> <ul style="list-style-type: none"> • construct meaning from information presented in visual texts • construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text • interpret specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text • interpret visual conventions used in texts • understand, interpret and respond to a range of visual texts.
Evidence	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> • uses images to help make meaning of oral and/or written text • make links between the images and the purpose of the text • identifies some of the features of the text chosen for a purpose • finds his or her own examples to share understanding • understands meaning of informational texts using visual images (for example, in brochures, news items, posters) and explains the effect and purpose of the visual elements • identifies a point of view in the text. 	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> • uses images to help make meaning of oral and/or written text • explains why some of the features of the text have been chosen for a particular purpose and audience, and explains how the conventions used influence our attitude and opinions (for example, in photos with text, news reports with images, excerpts of films, websites) • finds his or her own examples to share understanding • makes inferences from explicit and implicit information.

Reading comprehension continuum

	Phase 3	Phase 4
Specific expectations for the end of the phase	<p>The student should be able to:</p> <ul style="list-style-type: none"> • understand specific information, ideas, opinions and attitudes, presented in written texts • understand main ideas and supporting details, and draw conclusions from written texts • understand aspects of format and style in texts • understand and respond to a limited range of written texts. 	<p>The student should be able to:</p> <ul style="list-style-type: none"> • interpret specific information, ideas, opinions and attitudes, presented in written texts • interpret main ideas and supporting details, and draw conclusions from written texts • interpret aspects of format and style in written texts • understand, interpret and respond to a range of written texts.
Evidence	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> • shows an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts • reads text and, for example, gives examples, explains, illustrates, interprets, compares, retells • reads text of 600–700 words and understands specific information, ideas, opinions and attitudes. 	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> • shows an understanding of a range of texts by reading and responding to questions or completing activities about the texts • reads texts and, for example, paraphrases, summarizes, restates, predicts, interprets, illustrates, reports, concludes • reads text of 800–900 words and interprets specific information, ideas, opinions and attitudes.

Writing continuum

	Phase 3	Phase 4
Specific expectations for the end of the phase	<p>The student should be able to:</p> <ul style="list-style-type: none"> • communicate information containing relevant ideas and some details in familiar and some unfamiliar situations • request and provide information in familiar and some unfamiliar situations • use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences • understand and use language conventions accurately • use appropriate register in formal and informal written communication. 	<p>The student should be able to:</p> <ul style="list-style-type: none"> • communicate information, ideas and opinions in familiar and unfamiliar situations • request and provide information in a range of written contexts • use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences • understand and use language conventions accurately • use appropriate register in formal and informal written communication.
Evidence	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> • writes 200–250 words • writes short narratives or recounts • keeps a journal or diary • expresses thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life. 	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> • writes 200–250 words • writes a book report, a review or a simple cause–effect essay, newspaper article • expresses thoughts and explains reasons about topics of personal and some of global significance • writes a formal letter.

Language Acquisition Learning Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

The objectives of MYP language acquisition encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Each objective is elaborated by a number of **strands**; a strand is an aspect or indicator of the learning expectation.

In order to meet these objectives, teachers will need to concentrate on each of the macro-skills of language: listening, speaking, reading, writing, viewing and interpreting. These skills are very much interactive and interrelated, though in some instances teachers may wish to deal with them as discrete skills.

Subject groups **must** address all strands of **all** four objectives **at least twice** in each year of the MYP.

In order to keep track of the standards used in each unit and the number of times it has been used, teachers/PLTs may want to develop a system or check list. Below is an example.

OBJECTIVE	STRAND	UNIT WHERE IT IS ASSESSED		
Comprehending Spoken and Visual Text	1			
	2			
	3			
	4			

Language Acquisition Phase 3 Learning Objectives

Objective A. Comprehending Spoken and Visual Text

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

At the end of phase 3, students should be able to:

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achvmt Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ol style="list-style-type: none"> i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions ii. has limited understanding of conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ol style="list-style-type: none"> i. shows some understanding of information, main ideas and supporting details, and draws some conclusions ii. has some understanding of conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. has considerable understanding of conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. has excellent understanding of conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Objective B. Comprehending Written and Visual Text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

At the end of phase 3, students should be able to:

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Achievmt Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ol style="list-style-type: none"> i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions ii. has limited understanding of basic conventions including 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 response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ol style="list-style-type: none"> i. shows some understanding of information, main ideas and supporting details, and draws some conclusions ii. understands some basic conventions including 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 response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. understands most basic conventions including 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 response to the text based on personal experiences and opinions. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. clearly understands basic conventions including 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 response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Objective C: Communicating in response to spoken, written and visual text

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on **a range of topics of personal, local and global interest and significance**, and responding to **spoken, written and visual text in the target language**.

At the end of phase 3, students should be able to:

- i. respond appropriately to spoken, written and visual text
- ii. interact in rehearsed and unrehearsed exchanges
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

Achvmt 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"> i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate ii. interacts minimally in rehearsed and unrehearsed exchanges iii. expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations iv. communicates with a limited sense of audience and purpose.
3-4	The student: <ol style="list-style-type: none"> i. responds to spoken, written and visual text, though some responses may be inappropriate ii. interacts to some degree in rehearsed and unrehearsed exchanges iii. expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed iv. communicates with some sense of audience and purpose.
5-6	The student: <ol style="list-style-type: none"> i. responds appropriately to spoken, written and visual text ii. interacts considerably in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a considerable sense of audience and purpose.
7-8	The student: <ol style="list-style-type: none"> i. responds in detail and appropriately to spoken, written and visual text ii. interacts confidently in rehearsed and unrehearsed exchanges iii. effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an excellent sense of audience and purpose.

Objective D: Using language in spoken and written form

This objective relates to the correct and appropriate use of the **spoken and written target language**. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

At the end of phase 3, students should be able to:

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achvmt 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"> i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited information and ideas, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3-4	The student: <ol style="list-style-type: none"> 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 information and ideas, 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: <ol style="list-style-type: none"> 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 information and ideas well, and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context.
7-8	The student: <ol style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context.

Language Acquisition Phase 4 Learning Objectives

Objective A. Comprehending Spoken and Visual Text

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

At the end of phase 4, students should be able to:

- i. construct meaning and draw conclusions from information, main ideas and supporting details
- ii. interpret conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achvmt Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty constructing meaning from information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty interpreting conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ol style="list-style-type: none"> i. constructs some meaning and draws some conclusions from information, main ideas and some supporting details ii. interprets some conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. constructs considerable meaning and draws conclusions from information, main ideas and supporting details ii. interprets most conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. constructs extensive meaning and draws conclusions from information, main ideas and supporting details ii. interprets conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Objective B. Comprehending Written and Visual Text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

At the end of phase 4, students should be able to:

- i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- ii. interpret basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions

Achievmt Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty constructing meaning by identifying stated information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty interpreting basic conventions including 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 response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3-4	<p>The student:</p> <ol style="list-style-type: none"> i. constructs some meaning from stated and some implied information, main ideas and supporting details; draws some conclusions ii. interprets some basic conventions including 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 response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

5-6	<p>The student:</p> <ul style="list-style-type: none"> i. constructs considerable meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets most basic conventions including 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 response to the text based on personal experiences and opinions. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7-8	<p>The student:</p> <ul style="list-style-type: none"> i. constructs extensive meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets basic conventions including 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 response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Objective C: Communicating in response to spoken, written and visual text

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on **a range of topics of personal, local and global interest and significance**, and responding to **spoken, written and visual text in the target language**.

At the end of phase 4, students should be able to:

- i. respond appropriately to spoken, written and visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- iii. express ideas and feelings, and communicate information in simple and complex texts
- iv. communicate with a sense of audience and purpose.

Achvmt 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"> i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses few ideas and feelings, and communicates minimal information in simple and complex texts iv. communicates with a limited sense of audience and purpose.
3-4	The student: <ol style="list-style-type: none"> i. responds to spoken, written and visual text, though some responses may be inappropriate ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance iii. expresses some ideas and feelings, and communicates some information in simple and complex texts; ideas are not always relevant or detailed iv. communicates with some sense of audience and purpose.
5-6	The student: <ol style="list-style-type: none"> i. responds appropriately to spoken, written and visual text ii. engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed iv. communicates with a considerable sense of audience and purpose.
7-8	The student: <ol style="list-style-type: none"> i. responds in detail and appropriately to spoken, written and visual text ii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on topics of personal and global significance iii. effectively expresses a wide range of ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and developed, and opinions are supported by examples and illustrations iv. communicates with an excellent sense of audience and purpose.

Objective D: Using language in spoken and written form

This objective relates to the correct and appropriate use of the **spoken and written target language**. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

At the end of phase 4, students should be able to:

- i. write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas into a structured text; use a wide range of cohesive devices
- iii. use language to suit the context.

Achvmt 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"> i. has difficulty to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited information, and cohesive devices are not used iii. makes minimal use of language to suit the context.
3-4	The student: <ol style="list-style-type: none"> i. writes/speaks using a 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 information and ideas, and uses a limited range of cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5-6	The student: <ol style="list-style-type: none"> i. writes/speaks making good use of a 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 information and ideas well, and uses a limited range of cohesive devices accurately iii. usually uses language to suit the context.
7-8	The student: <ol style="list-style-type: none"> i. writes/speaks effectively using a range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes information and ideas clearly into a well-structured text; uses a range of cohesive devices accurately, adding clarity and coherence to the message iii. uses language effectively to suit the context.

Assessment in the MYP

Assessment practices in the MYP aim to

- support student learning by providing consistent feedback on the learning process
- provide opportunities for students to demonstrate transfer of skills across disciplines
- develop critical and creative thinking skills
- assign the most accurate achievement level for student performance, rather than averaging achievement levels over a given period of time
- assess student understanding at the end of a course

Choosing from a range of **assessment strategies**, teachers can devise **assessment tasks** that give students opportunities to show clearly what they can achieve in relation to the Statement of Inquiry, the MYP objectives, and state standards of the unit. Teachers will ensure that they document and record student performance using various **assessment tools**.

ASSESSMENT STRATEGIES	ASSESSMENT TASKS	ASSESSMENT TOOLS
<p>Observation Whole class or individual; as a non-participant or while engaged</p> <p>Selected Response Asking specific or general questions to elicit responses from students</p> <p>Open Ended Tasks Provide students with a stimulus and ask students to provide an original response – presentations, diagrams</p> <p>Performance Allow students to show that they can do something with the knowledge that they have gained</p> <p>Process Journals Encourages reflection and metacognition in students; allows for communication between student and teacher</p> <p>Portfolio Assessment Collection of work that shows student mastery of content</p>	<p>Composition Musical, physical, or artistic</p> <p>Creations of Solutions In response to given problems</p> <p>Essays</p> <p>Examinations</p> <p>Questionnaires</p> <p>Investigations</p> <p>Research</p> <p>Presentations Verbal (oral or written) or graphic; uses various media</p>	<p>Anecdotal Records Brief written notes regarding whole class or individual performance</p> <p>Continuums Visual representation of students development that helps identify next stages of learning</p> <p>Rubrics Measure students' performance at a variety of levels</p> <p>Examples Using student work as concrete examples of performance at various achievement levels</p> <p>Checklists Check off when students demonstrate a particular response to a task</p>

Developing Task Specific Rubrics

WHY?

1. Brings transparency to the assessment process for students, teachers, parents
2. Provides clear measurable evidence of learning
3. Can be used year after year
4. Can be modified as the units are revised
5. Contribute to the teacher reflections of units

HOW?

1. Study the assessment criteria; these are very vague and generalized
2. Study your assessment task
3. Redraft the level descriptors to match your specific assessment task for the unit

THINGS TO CONSIDER

1. When sharing the rubrics with students, make sure they are written in student-friendly language. Rubrics must be written so that students understand them.
2. Students should be able to accomplish the highest level of achievement. Be careful not to design assessment tasks that are impossible for students.
3. The rubrics should be standardized across the course. Teachers and students should see consistency across every section of the course.

RUBRIC STRUCTURE EXAMPLES

Phase 4, Criterion C

Level	Level Descriptor	Task Specific Clarification
0	The student does not match any of the descriptors below.	You did not reach a standard as described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none"> i. makes limited attempt to respond to spoken, written and visual text; responses are often inappropriate ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses few ideas and feelings, and communicates minimal information in simple and complex texts iv. communicates with a limited sense of audience and purpose. 	(include your own descriptions of what this looks like for this particular summative assessment)
3-4	The student: <ol style="list-style-type: none"> i. responds to spoken, written and visual text, though some responses may be inappropriate ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance iii. expresses some ideas and feelings, and communicates some information in simple and complex texts; ideas are not always relevant or detailed iv. communicates with some sense of audience and purpose. 	

Achievement Levels and Assigning Grades

Each criterion is divided into various achievement levels. The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance.

Measuring Student Growth throughout the Course

MYP assessment focuses on student understanding at the end of the course but also requires teachers to determine the most accurate demonstration of student understanding. This means recording and tracking student performance on each criterion as it is assessed for the duration of the course. Remember, subject areas must address all strands of all four assessment criteria at least twice each year. This allows students and teachers to measure growth over time.

An example of one monitoring system is shown below. In this model, teachers can include students in the process by asking them to maintain the record of achievement and allow time for reflection on performance.

Criterion	Unit	Task	Grade

Approaches to Learning Skills

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. All MYP teachers are responsible for integrating and explicitly teaching ATL skills.

Well-designed learning engagements and assessments provide rich opportunities for students to practise and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

ATL Skills Important to Mathematics

Category	Skill indicator
Thinking skills	Use prioritization and order of precedence in problem-solving
Social skills	Help others to create success for themselves during group work
Communication skills	Organize and interpret data using both analogue and digital tools
Self-management skills	Practise focus and concentration while solving multiple problems
Research skills	Use a variety of technologies and media platforms, including social media and online networks, to source information

ATL Skills Demonstrated in Language Acquisition

Approaches to learning
<p>Thinking (creative thinking): create original works and ideas</p> <p>Communication (communication): read critically and for comprehension</p>

Category	Cluster	Skills
Research	Information Literacy Skills	<p>Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyse data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks • Understand and use technology systems • Use critical-literacy skills to analyse and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
	Media Literacy Skills	<p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Category	Cluster	Skills
Communication	Communication Skills	<p>Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
		<p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports
Social	Collaboration Skills	<p>Working effectively with others</p> <ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships • Practise empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs

Category	Cluster	Skills
Self –Management	Organization Skills	<p>Managing time and tasks effectively</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively
	Affective Skills	<p>Managing state of mind</p> <ul style="list-style-type: none"> • Mindfulness <ul style="list-style-type: none"> – Practise focus and concentration – Practise strategies to develop mental focus – Practise strategies to overcome distractions • Perseverance <ul style="list-style-type: none"> – Demonstrate persistence and perseverance – Practise delaying gratification • Emotional management <ul style="list-style-type: none"> – Practise strategies to overcome impulsiveness and anger – Practise strategies to prevent and eliminate bullying – Practise strategies to reduce stress and anxiety • Self-motivation <ul style="list-style-type: none"> – Practise analysing and attributing causes for failure – Practise managing self-talk – Practise positive thinking • Resilience <ul style="list-style-type: none"> – Practise “bouncing back” after adversity, mistakes and failures – Practise dealing with disappointment and unmet expectations – Practise dealing with change
	Reflection Skills	<p>(Re)considering the process of learning; choosing and using ATL skills</p> <ul style="list-style-type: none"> • Develop new skills, techniques and strategies for effective learning • Identify strengths and weaknesses of personal learning strategies • Demonstrate flexibility in the selection and use of learning strategies • Consider content (What did I learn about today? What don't I yet understand? What questions do I have now?) • Consider ATL skills development (What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?) • Consider personal learning strategies (What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?) • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications • Keep a journal to record reflections

Category	Cluster	Skills
Thinking	Critical Thinking Skills	<p>Analysing and evaluating issues and ideas</p> <ul style="list-style-type: none"> • Practise observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Interpret data • Evaluate evidence and arguments • Recognize and evaluate propositions • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence • Evaluate and manage risk • Formulate factual, topical, conceptual and debatable questions • Consider ideas from multiple perspectives • Develop contrary or opposing arguments • Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding • Propose and evaluate a variety of solutions • Identify obstacles and challenges • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities • Troubleshoot systems and applications
	Creative Thinking Skills	<p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Design improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask “what if” questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practise visible thinking strategies and techniques • Generate metaphors and analogies
	Transfer Skills	<p>Using skills and knowledge in multiple contexts</p> <ul style="list-style-type: none"> • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives

Unit Title	
Course/Grade Level	
Teachers	
Length of Unit	

Stage 1 Integrate statement of inquiry, global context and inquiry questions

Key Concept	Related Concepts
Choose 1 (maybe 2) from the list	Choose 2 (maybe 3) from the list.

Global Context	Choose 1 from the list provided.
Explanation for Global Context	Include any bullet points from the list that students will explore in this unit.

Statement of Inquiry
A clear concise statement that includes the Key Concept and the Related Concept with regards to the Global Context.

Inquiry Questions	
Factual	Develop a question that rooted in the content, and is at the recall/remember level. Expect students to demonstrate understanding.
Conceptual	Develop a question that requires students to analyze the new knowledge in the context of the course.
Debatable	Develop a question that requires students to apply the new knowledge in a way that reaches beyond your course and connects the concept to other disciplines. This question should connect to your Statement of Inquiry.

Assessment

What task(s) will allow students the opportunity to respond to the unit question?

What will constitute acceptable evidence of understanding? How will students show what they have understood?

Each unit must include one summative assessment that will be graded on the IB subject specific criterion rubrics that are located in your subject guide.

If you are assigning a multiple choice test, it does not meet the assessment requirement unless it is graded with the IB rubrics.

If you assign multiple summative assessments, only include the assessment evaluated with the IB rubrics on the unit planner.

Briefly describe the assessment in this box.

Which specific MYP objectives will be addressed during this unit?

Copy and paste the MYP objectives from your subject guide.

Specific objectives should be chosen from the criterion. List the specific bullet points from those criteria that the unit will address. The bullets can come from multiple criteria.

Avoid saying "Criterion A" or "Investigate" because you may not be teaching every strand of that objective.

Which MYP assessment criteria will be used?

Identify the specific criterion rubric that will be used. This should be the Criterion that has the most bullet points listed above. Here you can say "Criterion A" or "Investigate".

Stage 2 Backward planning: From the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

You can list NCSCOS or Common Core Standards.

These can be copied and pasted.

<p>Learning experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates?</p> <p>How will students acquire the knowledge and practise the skills required? How will they practise applying these?</p> <p>Do the students have enough prior knowledge? How will we know?</p>	<p>Teaching strategies</p> <p>How will we use formative assessment to give students feedback during the unit?</p> <p>What different teaching methodologies will we employ?</p> <p>How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
<p>Big Ideas to cover in these boxes:</p> <p>Differentiation strategies, literacy instruction, 21st century skill integration, technology integration.</p>	
<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 80%; margin: auto;"> <p>Just answer the questions above.</p> </div>	<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 80%; margin: auto;"> <p>Just answer the questions above.</p> </div>

Approaches to Learning		
Category	Cluster	Skill
<div style="border: 1px dashed black; border-radius: 10px; padding: 10px;"> <p>Identify the category, cluster and the specific skills you will teach. Can be bulleted list.</p> </div>		
<p>Explanation of Instruction</p>	<div style="border: 1px dashed black; border-radius: 10px; padding: 10px;"> <p>Explain exactly how you will teach the skills you identified.</p> </div>	

Learner Profile Traits Encouraged	Explanation of Inclusion
<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 80%; margin: auto;"> <p>Choose from the list.</p> </div>	<div style="border: 1px dashed black; border-radius: 10px; padding: 10px; width: 80%; margin: auto;"> <p>Explain how this will be a part of the instruction.</p> </div>

Opportunities for Volunteerism and Community Service
<div style="border: 1px dashed black; border-radius: 10px; padding: 10px;"> <p>Consider service opportunities, locally or globally, that connect with this topic. Could this unit develop into a service project for your students? How?</p> </div>

Resources

What resources are available to us?

How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

Be very specific when listing materials.

Imagine someone from another country reading your unit planner, how would they identify the resources that you have listed?

Include titles of books, textbooks, videos, etc.

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?

Include things to consider before the unit is taught.

What questions will students ask? What materials will I need? How can I incorporate other disciplines?

Include Post-teaching reflections. What went well? What can be improved?

As you reflect and revise unit planner, keep copies of the old unit planners as a way to measure growth and change.

IDEA-- Type each reflection in different color each year.

Then the file would only be saved once, but the reflections would be easy to identify each year.