



Language Acquisition Outline

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Bladins International School Mission Statement

The mission of Bladins International School is to fully develop the student's intellectual, aesthetic, emotional, physical and moral potential and, as a school, serve as an example of educational excellence.

Teaching and Learning within the Middle Years Programme at Bladins

The Middle Years Programme is designed to challenge teenagers in a number of ways. As part of the Middle Years Programme the students at Bladins IS are given an awareness of the ever changing world through a challenging and demanding curriculum, fostering an appreciation and a love for learning. The curriculum at Bladins IS enables students to make connections between the subjects and the concepts taught, in context of today's world.

Together with the IB Learner Profile attributes <http://www.ibo.org/en/benefits/learner-profile/>, our students are encouraged to inquire, take action and reflect on their learning. Through a conceptual approach to teaching and learning students are taught how to view subject content through a variety of frameworks and make associations between subjects.

The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity. (MYP:From Principles into Practice, 2014)

Aims of the Language Acquisition Courses at Bladins International School

The aims of the teaching and learning of MYP Language Acquisition (Spanish, French, English or Swedish) are to encourage and enable students to:

- ◆ Gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- ◆ Develop a respect for, and understanding of, diverse linguistic and cultural heritages
- ◆ Develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- ◆ Enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- ◆ Enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- ◆ Enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- ◆ Enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- ◆ Offer insight into the cultural characteristics of the communities where the language is spoken
- ◆ Encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- ◆ Foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

MYP Objectives

The objectives and criteria in MYP Language Acquisition are structured in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered.

The teaching and learning of MYP Language Acquisition for English students will aim to develop all phases as this is the language of teaching in different subjects. New students will present the WIDA test and depending on that they will be placed according to their level. If the level of proficiency is low students will take some extra English classes to achieve phase 5 as soon as possible.

Students in Spanish, French and Swedish will be tested at the beginning of the year. For these courses in language acquisition students only will have access to Phase 1 and Phase 2 due to the amount of hours that students are exposed, number of teachers and student mobility in our school.

Depending on the language the language acquisition program aims at having students reach the following:

A: Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<i>At the end of Phase 1, students should be able to:</i>	<i>At the end of Phase 2, students should be able to:</i>	<i>At the end of Phase 3, students should be able to:</i>	<i>At the end of Phase 4, students should be able to:</i>	<i>At the end of Phase 5, students should be able to:</i>
identify basic facts, messages, main ideas and supporting details in everyday situations	show understanding of messages, main ideas and supporting details in familiar situations	show understanding of information, main ideas and supporting details, and draw conclusions in familiar and some unfamiliar situations	construct meaning and draw conclusions from information, main ideas and supporting details in familiar and unfamiliar situations	analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations
recognize basic conventions	recognize basic conventions	understand conventions	interpret conventions	analyze conventions
engage with the spoken and visual text by identifying ideas, opinions	engage with the spoken and visual text by identifying ideas, opinions and attitudes	engage with the spoken and visual text by identifying ideas, opinions and attitudes and by	engage with the spoken and visual text by identifying ideas,	engage with the spoken and visual text by analysing ideas,

and attitudes and by making a personal response to the text.	and by making a personal response to the text.	making a response to the text based on personal experiences and opinions.	opinions and attitudes and by making a response to the text based on personal experiences and opinions.	opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.
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B: Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<i>At the end of Phase 1, students should be able to:</i>	<i>At the end of Phase 2, students should be able to:</i>	<i>At the end of Phase 3, students should be able to:</i>	<i>At the end of Phase 4, students should be able to:</i>	<i>At the end of Phase 5, students should be able to:</i>
identify basic facts, messages, main ideas and supporting details	identify basic facts, main ideas and supporting details, and draw conclusions	show understanding of information, main ideas and supporting details, and draw conclusions	construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions	analyse and draw conclusions from information, main ideas and supporting details
recognize basic aspects of format and style, and author's purpose for writing	recognize basic conventions including aspects of format and style, and author's purpose for writing	understand basic conventions including aspects of format and style, and author's purpose for writing	interpret basic conventions including aspects of format and style, and author's purpose for writing	analyse basic conventions including aspects of format and style, and author's purpose for writing
engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	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.	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.	engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

C: Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<i>At the end of Phase 1, students should be able to:</i>	<i>At the end of Phase 2, students should be able to:</i>	<i>At the end of Phase 3, students should be able to:</i>	<i>At the end of Phase 4, students should be able to:</i>	<i>At the end of Phase 5, students should be able to:</i>
respond appropriately to simple short phrases	respond appropriately to spoken and/or written and/or visual text in a limited range of familiar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and some unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of familiar and some unfamiliar situations	respond appropriately to spoken and/or written and/or visual text in a range of social and some academic situations
interact in simple and rehearsed exchanges, using verbal and non-verbal language	interact in basic structured exchanges on a limited variety of aspects within familiar situations	interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations	engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance	engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics	use phrases to communicate ideas, feelings and information in familiar situations	express ideas and feelings, and communicate information in familiar and some unfamiliar situations	express ideas and feelings, and communicate information in simple and complex texts in familiar and unfamiliar situations	express ideas, opinions and feelings, and communicate information in a wide range of situations
communicate with a sense of audience.	communicate with a sense of audience.	communicate with a sense of audience and purpose.	communicate with a sense of audience and purpose.	communicate with a sense of register, purpose and style.

D: Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<i>At the end of Phase 1, students should be able to:</i>	<i>At the end of Phase 2, students should be able to:</i>	<i>At the end of Phase 3, students should be able to:</i>	<i>At the end of Phase 4, students should be able to:</i>	<i>At the end of Phase 5, students should be able to:</i>
write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation	write or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
organize basic information and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas and use a range of basic cohesive devices	organize information and ideas into a structured text; use a wide range of cohesive devices	organize information and ideas; use a wide range of cohesive devices
use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.	use language to suit the context.

Language Acquisition topics include:

Language Acquisition units and activities in MYP 1 through to MYP 5 are designed to help students develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes.

The taught and assessed curriculum in each year of Language Acquisition throughout MYP1-5 may

include:

The use of the language in a variety of situations.	Reading, writing, speaking and listening.	Identifying and using a variety of grammatical structures.
Cultural dimensions of language	Interacting in a variety of exchanges.	
Use of vocabulary	Identifying and recognizing vocabulary and structures	

Assessment in Language Acquisition

Assessment is intended as an extension of the learning process for students, and this course gives students many different ways to demonstrate their understanding and skills. There are various assessment tools used in Language Acquisition. These include presentations, tests, performance tasks, group tasks and rubrics.

In MYP 1 through MYP 5 student achievement in Language Acquisition is assessed against the following four criteria, using the rubrics specific to the Phase a student is currently on:

- 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.
- 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.
- Communicating in response to spoken and/or written and/or 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.
- Using language in spoken and/or 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.

Students achieve a level from 0-8 in each criterion and these are added together to calculate the final overall achievement level in sciences using the following table.

Final achievement	1	2	3	4	5	6	7
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Level

*Total
mark/32*

1-5

6-9

10-14

15-18

19-23

24-27

28-32