

Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP language and literature units.

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Critical readers understand that historical context and authors' perspectives affect readers' interpretations of literary texts and of the concept of truth.	<ul style="list-style-type: none"> • Perspective • Context, point of view, corroboration, style • Orientation in space and time 	Literary interpretations of social conflict: such as the second world war
Directors create films to position audiences to respond in a particular way.	<ul style="list-style-type: none"> • Creativity • Audience imperatives, meaning, purpose • Personal and cultural expression 	Feature film or documentary study (some possible films to study might include <i>Bowling for Columbine</i> [2002]; <i>Super Size Me</i> [2004])
Historical contexts shape literary genre.	<ul style="list-style-type: none"> • Connections • Context, genres • Orientation in space and time 	Historical fiction; short-story unit; comparative study (for example, Shakespeare's <i>Romeo and Juliet</i> to Baz Luhrmann's film version; <i>Persepolis</i> [graphic novel] compared to <i>One Hundred Years of Solitude</i> [revolution theme])
Persuasive texts, specifically in marketing and politics, use language intended to influence our behaviour and decisions.	<ul style="list-style-type: none"> • Communication • Bias, purpose, audience, stylistic choices, form, function • Personal and cultural expression 	Advertising unit

Table 3
Example statements of inquiry

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.

Table 4 shows some possible inquiry questions for MYP language and literature units.

Factual questions: Remembering facts and topics	Conceptual questions: Analysing big ideas	Debatable questions: Evaluating perspectives and developing theories
<ul style="list-style-type: none"> • What is a personal narrative and what are the linguistic features of narratives and stories? • What are the components of a basic essay? • How is fantasy different from other genres? • What techniques do advertisers employ to influence our behavior and decisions? 	<ul style="list-style-type: none"> • Why do we tell stories? What can we express through a story? • What is truth? Where/Why/How do people search for the meaning of truth? • How are audiences influenced by film codes and conventions? • How can we avoid being manipulated by what we see, hear and read? 	<ul style="list-style-type: none"> • Why do we create? • How is truth corroborated? Is the truth out there? • Is every decision made in creating a film a conscious choice, or do we read too much into our analysis? • When do advertisements become unethical?

Table 4

Examples of factual, conceptual and debatable questions

Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group's aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 5 suggests some of the indicators that can be important in language and literature.

Category	Skill indicator
Thinking skills	Evaluate evidence and arguments.
Social skills	Listen actively to other perspectives and ideas.
Communication skills	Use a variety of media to communicate with a range of audiences.
Self-management skills	Keep an organized and logical system of information files and notes.
Research skills	Seek a range of perspectives from multiple and varied sources.

Table 5
Examples of language and literature-specific skill indicators

Well-designed learning engagements and assessments provide rich opportunities for students to practice 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.

Table 6 lists some specific ATL skills that students can demonstrate through performances of understanding in language and literature.

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

Table 6
Examples of language and literature demonstrations of ATL skills