

## LANGUAGE A

### **MYP ENGLISH 9A/B (Grade 9)\***

**8110/8111 – HONORS LEVEL**

**.5**

**credit/.5 credit**

This course integrates all the processes (reading, writing, listening, speaking, and viewing) and the contents (language and literature) in a thematic organization. Students experience texts of different genres and forms related to each theme and complete mandatory common tasks. Common tasks focus primarily on the writing process but also develop other language skills. Instruction in reading and writing strategies, grammar and vocabulary is integrated into every unit. All students begin the compilation of a high school “showcase” portfolio.

### **MYP ENGLISH 10A/B (Grade 10)\***

**8112/8113 – HONORS LEVEL**

**.5**

**credit/.5 credit**

*Prerequisite: Attainment of the outcomes of English 9*

This course integrates all the processes (reading, writing, listening, speaking, and viewing) and the contents (language and literature) in a thematic organization. Students experience texts of different genres and forms related to each theme and complete mandatory common tasks. Common tasks focus primarily on developing listening and speaking skills but also address other language skills. Instruction in reading and writing strategies, grammar and vocabulary is integrated into every unit. All students continue and extend their high school “showcase” portfolios.

### **MYP ESOL 5A/B (Grade 9)\***

**8180/8181**

**.5**

**credit/.5 credit**

Students continue to work at an advanced level of language development and cultural knowledge. They continue to expand their vocabulary through reading authentic materials and are able to make predictions, express ideas and justify opinions, and comprehend and exchange detailed information. They communicate their ideas with intelligible pronunciation and read for enjoyment and information with little or no guidance. Writing skills continue to be refined through extended essays, and grammar instruction in advanced structures such as participial phrases, gerunds and infinitives, unmarked infinitives, etc. Students critique literature and also learn to infer a native speaker’s/writer’s intended message. They are expected to demonstrate knowledge of specific topics and information that form the course content. Students are required to read short stories, three novels, and a Shakespeare play.

*\*MYP English courses will also focus on the four interactive elements of language (listening, speaking, reading, and writing), with special emphasis placed on the acquisition of advanced “approaches to learning” (ATL) skills. In addition, the study of literature in MYP courses will foster students’ capacity for critical analysis, learning about oneself and others, exploring the interdependence of humans and their environment, and becoming aware of one’s own culture and the cultures of others.*

## LANGUAGE B

**Note:** Students interested in applying to the IB Diploma Program for Grades 11 and 12 must have completed at least Level III of Spanish or French by the end of Grade 10.

### **MYP FRENCH 1A/B (Grade 9)\***

8210/8211

**MYP SPANISH 1 A/B (Grade 9)\***

8220/8221

**MYP CHINESE 1A/B (Grade 9)\***

.5

credit/.5 credit

8200/8201

Students begin to learn to communicate orally and in written form, and to derive meaning from the written and spoken language that they are studying. The emphasis is on vocabulary development, although simple grammatical structures are taught as a means to understanding and producing meaningful utterances. Throughout the course, students apply language skills to real-life communication. Students in the course learn to communicate in simple terms about issues that surround them on a daily basis (e.g. personal information, school). Students also learn the foreign language alphabet, and numbers from 1-100. In Level 1B, students continue to learn to understand and produce simple language related to area of daily concern (e.g. family, home, and community). They continue to learn about the culture of the people whose language they are learning in relation to each of the contexts or situations in which they might find themselves expected to communicate. They continue to make comparisons between their language and culture and that of the foreign language they are learning. They further their knowledge of other school subjects as they relate to the contexts in which they are learning to communicate. They are encouraged to use the language both within and beyond the school setting, and to keep informed of current events in countries where the target language is spoken.

**Note: to MYP Students: In order to be eligible for the IB Middle Years Programme Certificate, you must have completed at least Level 3 in a foreign language by the end of Grade 10. If you are enrolled in Level I of a foreign language in Grade 9, you will not reach Level 3 by Grade 10. However, regardless of your foreign language level at the end of Grade 10, you will still be eligible for the MYP Record of Achievement (see description in Richard Montgomery Educational Pathways brochure).**

**MYP FRENCH 2 A/B (Grade 9 or 10)\***

8212/8213

**MYP SPANISH 2 A/B (Grade 9 or 10)\***

8222/8223

**MYP CHINESE 2A/B (Grade 9or 10)\***

.5

credit/.5 credit

8202/8203

*Prerequisite: Attainment of the outcomes of Level 1*

Students expand their vocabulary while continuing to learn increasingly complex expressions and structures needed for written and oral communication. In this course students are enabled to communicate about the same topics from Level 1 at a higher level of proficiency, both with regards to the sophistication of the vocabulary and the grammar (e.g. expressing themselves about past experiences in school). Students learn in greater depth about the culture of the people whose language they are learning in relation to each of the contexts or situations in which they might find themselves expected to communicate. They continue to make comparisons between their language and culture and that of the foreign language they are learning. They further their knowledge of other school subjects as they relate to the contexts in which they are learning to communicate. They are encouraged to use the language both within and beyond the school setting, and to keep informed of current events in countries where the target language is spoken. In Level 2B studies continue to grow and students learn on a higher level of proficiency.

**MYP FRENCH 3 A/B (Grade 9 or 10)\***

8214/8215

**MYP SPANISH 3 A/B (Grade 9 or 10)\***

8224/8225

**MYP CHINESE 3A/B (Grade 9 or 10)\***

**8204/8205**

**.5**

**credit/ .5 credit**

*Prerequisite: Attainment of the outcomes of Level 2*

Students learn to exchange information, share and justify opinions about outdoor activities, the environment, the meaning of friendship, and celebrations and traditions, both in their cultural setting and that of the culture they are studying. While vocabulary development continues to increase, so does the accuracy with which they can express themselves, both orally and in writing. Students learn in greater depth about the culture of the people whose language they are learning in relation to each of the contexts or situations in which they might find themselves expected to communicate. They continue to make comparisons between their language and culture and that of the foreign language they are learning. They further their knowledge of other school subjects as they relate to the contexts in which they are learning to communicate. They are encouraged to use the language both within and beyond the school setting, and to keep informed of current events in countries where the target language is spoken.

In Level 3B students learn to communicate about the complexity of travel experiences including managing a foreign hotel experience, different levels of fitness and health issues, and technology and the media. As in Level 3A, in this course both vocabulary development and increased grammatical accuracy are stressed.

**MYP FRENCH 4A/B (Grade 10)\***

**8216/8217**

**MYP SPANISH 4A/B (Grade 10)\***

**8226/8227**

**MYP CHINESE 4A/B (Grade 10)\***

**8204/8205**

**.5**

**credit/ .5 credit**

*Prerequisite: Attainment of the outcomes of Level 3*

In level 4A, students learn to understand main ideas from authentic edited materials. They participate in extemporaneous conversations on familiar topics; are able to narrate present, past, and future events; and take notes in the target language. They are expected to demonstrate knowledge of specific topics and information that form the course content. By the end of Level 4B, students are able to use listening, speaking, reading, and writing skills to provide details and supporting statements to explain main ideas and express ideas and opinions with limited supporting statements. They write short compositions using a variety of tenses and structures, increase their ability to initiate and sustain conversations with increasing complexity of expression, and learn how to make simple adjustments in language appropriate to their audience. They are expected to demonstrate knowledge of specific topics and information that form the course content.

**MYP SPANISH FOR SPANISH SPEAKERS 1A/B**

**8228/8229**

**MYP SPANISH FOR SPANISH SPEAKERS 2A/B**

**8230/8231**

**MYP SPANISH FOR SPANISH SPEAKERS 3A/B**

**8232/8233**

**.5**

**credit/ .5 credit**

Spanish for Spanish Speakers provides continuing language instruction for students who have developed proficiency in Spanish. This course utilizes a language arts approach comparable to that of English courses offered to English-speaking students. The curriculum is based on a three-year cycle. Within each year, each of the four themes that constitute the curriculum is taught (Heritage, Identity, Family Relationships, and Community). Within each thematic unit, there are three levels of performance, corresponding to Levels 1-3 of Spanish for Spanish Speakers. Thus, all students

encounter the same themes, but may use differentiated materials and engage in differentiated tasks that reflect their abilities and needs. A student who takes three levels of this course will encounter the same themes for each of the three years, but at increasingly difficult levels and without repeating the content of previous courses.

*Participation in MYP Language B courses should also encourage students to have positive attitudes toward speakers of other languages and an appreciation of, and empathy for, other cultures. In addition, they should help students develop an understanding of the nature of language and the process of language learning, and begin to develop an understanding of the cultural patterns that affect the thinking, feeling, and acting of the societies in which the language is spoken.*

**\*PLEASE NOTE:** *MYP students in Levels 2, 3, or 4 of foreign language are expected to complete summer reading and writing assignments. Materials for the summer assignment will be distributed at the MYP Orientation sessions held during the summer between Grades 8 and 9. In addition, MYP foreign language students are required to complete outside readings and journal assignments throughout the year.*