

Language B (Standard) - Year 7 (MYP Year 1)

Standards & links to MYP Objectives	Benchmarks – Students will be taught how to:
<p>1. Speaking - Verbally presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (MYP Objectives A & B)</p>	<p>1.1 Verbally present information in the target language on a range of basic topics 1.2 Use correct tones, intonation and pronunciation 1.3 Present short plays and skits using a basic range of the target language 1.4 Use repetition, rephrasing, and gestures effectively to assist in presenting oral presentations 1.5 Use a basic range of language conventions and styles (e.g. slang, idioms, polite forms, status indicators etc) appropriate to different audiences and contexts (e.g. formal, informal etc)</p>
<p>2. Writing - Uses the target language to express basic feelings and exchange simple opinions and information in writing (MYP Objectives C & D)</p>	<p>1.1 Produce written exchanges to share basic personal information 1.2 Using target language to plan simple events and activities with others (e.g. using authentic schedules) 1.3 Use vocabulary to make simple requests for written clarification 1.4 Give basic written directions in the target language 1.5 Use appropriate vocabulary to acquire goods and services through basic written negotiation 1.6 Produce written exchanges on topics of personal interest 1.7 Write in the target language in a variety of basic text types (e.g. notes, email, short informal letters, dialogues etc) 1.8 Spell words or produces characters with accuracy</p>
<p>3. Reading comprehension - Understands and interprets written language on diverse topics from diverse media (MYP Objective E)</p>	<p>3.1 Understand the main ideas, themes, and basic details from selected written media (e.g. magazines, advertisements etc) on a range of basic topics 3.2 Understand basic written announcements and messages from peers and adults on a variety of familiar topics 3.3 Understand written announcements and messages from peers and adults on a variety of familiar topics or topics of personal interest 3.4 Understand basic phrase groupings and structures in written forms of the target language (e.g. expressions, polite requests etc) 3.5 Use basic context clues (e.g. text features, graphics, semantic components of characters or spelling conventions etc) to decode (simple) unfamiliar words and phrases in simple written texts 3.6 Identify the main ideas, themes, principal characters, and supporting details in basic authentic literature & teaching texts (e.g. narratives, short stories etc)</p>

<p>4. Listening comprehension - Understands and interprets spoken language on diverse topics from diverse media</p>	<p>4.1 Understand the main ideas, themes, and basic details from selected spoken media (e.g. film, TV, podcasts etc) on a range of basic topics</p> <p>4.2 Understand both basic vocabulary and phrase groupings and structures in spoken forms of the target language (e.g. expressions, polite requests etc)</p> <p>4.3 Use contextual clues (e.g. text features, tone of voice etc) to decode unfamiliar words and phrases in both simple spoken texts</p> <p>4.4 Identify the main ideas, themes, principal characters, and supporting details in basic spoken texts (e.g. speeches, dialogues, announcements etc)</p> <p>4.5 Identify basic linguistic choices within spoken texts made to achieve communication goals, e.g. the use of register and tone</p>
<p>5. Making linguistic connections¹ - Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (MYP Objectives A & B)</p>	<p>5.1 Identify various age-appropriate cultural activities practices in the target culture (e.g. music, TV shows, outdoor games etc)</p> <p>5.2 Identify cultural traditions and celebrations that exist in the target cultural and how these traditions and celebrations compare with those of the native culture (e.g. holidays, celebrations, seasonal festivals, etc)</p> <p>5.3 Identify patterns of behaviour or interaction typical of one's age group in various settings in the target culture (e.g. phone manner, etiquette, etc)</p> <p>5.4 Identify a variety of age-appropriate utilitarian forms of the target culture (e.g. means of transportation, educational institutions), their significance, and how these forms have influenced the larger community</p> <p>5.5 Identify a variety of age-appropriate expressive forms of the culture (e.g. popular music, comic books, paintings, etc) and how these expressive forms compare with those of the native culture</p> <p>5.6 Identify the general relationship between cultural perspectives and expressive products (e.g. music, visual arts, literature etc)</p> <p>5.7 Identify the general relationship between cultural perspectives and practices (e.g. holidays, celebrations, work habits, etc) in the target culture</p> <p>5.8 Appreciate how various community members use the target language in their work</p> <p>5.9 Identify the location(s) and major geographic features of countries where the target language is/was used</p>
<p>6. Moving between cultures² -</p>	<p>6.1 Use idiomatic expressions to make an impact on communication and reflect culture (e.g. understanding the bigger meanings of idioms rather than individual words)</p>

¹ Adapted from the NSW Board of Studies (2003) Chinese K-10 Syllabus

² Adapted from the NSW Board of Studies (2003) Chinese K-10 Syllabus

Understands that different languages use different patterns to communicate and applies knowledge to the target and native languages (MYP Objectives A & B)	6.2	Draw conclusions about the relationship among languages
	6.3	Understand that languages have critical sound distinctions that convey meaning

Language B (Standard) - Year 8 & 9 (MYP Years 2 & 3)

Standards & links to MYP Objectives	Benchmarks – Students will be taught how to:
<p>1. Speaking - Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (MYP Objectives A & B)</p>	<p>1.1 Initiate and sustain a conversation 1.2 Verbally present information in the target language on a range of both basic and more complex topics 1.3 Use correct tones, intonation and pronunciation 1.4 Present short plays, skits, speeches, reports & discussions etc using a range of both basic and more complex language 1.5 Begin to use repetition, rephrasing, and gestures effectively to assist in oral presentations 1.6 Use a limited range of language conventions and styles (e.g. slang, idioms, polite forms, status indicators etc) appropriate to different audiences and contexts (e.g. formal, informal etc) 1.7 Respond appropriately to spontaneous requests for factual information and more open-ended questions 1.8 Begin to use the target language to expand and qualify (showing some understanding of balance and bias) spoken information 1.9 Express personal opinions or reasons for actions and basic emotions</p>
<p>2. Writing - Uses the target language to manipulate structures, written genres and choice of vocabulary to achieve specific purposes through the application of known linguistic structures, access resources that enhance independent learning, and use technology to express ideas and create new texts (MYP Objectives C & D)</p>	<p>2.1 Use written exchanges to share basic and more complex personal information 2.2 Use target language to plan events and activities with others (e.g. using authentic schedules) 2.3 Use a range of basic and more complex vocabulary to make detailed requests for written clarification 2.4 Give basic and more detailed written directions in the target language 2.5 Select and incorporate basic and more complex sentence structures and grammatical patterns to develop and present texts in a logical manner 2.6 Express personal opinions or reasons for actions or basic emotions to justify a point of view in writing 2.7 Manipulate writing in the target language in a increasing variety of text types (e.g. notes, email, formal & informal letters, dialogues, reports etc) 2.8 Spell words or produces characters with accuracy</p>
<p>3. Reading</p>	<p>3.1 Identify the main ideas, themes, basic and some relatively</p>

<p>comprehension Understands and interprets written language on diverse topics from diverse media (MYP Objective E)</p>	<p>complex details from selected written media (e.g. interest or interest to peers)</p> <p>3.2 Understand the content of written, ability-appropriate primary sources on familiar topics (e.g. authentic sources)</p> <p>3.3 Understand both basic and relatively complex phrase groupings and structures in written forms of the target language (e.g. expressions, polite requests etc)</p> <p>3.4 Use contextual clues (e.g. text features, graphics, semantic components of characters or spelling conventions etc) to decode unfamiliar words and phrases in both simple and more complex written texts</p> <p>3.5 Identify the main ideas, themes, principal characters, and supporting details in basic authentic literature (e.g. narratives, short stories etc)</p> <p>3.6 Identify simple linguistic choices within texts made to achieve communication goals, e.g. the use of emotive language, register and tone</p> <p>3.7 Infer the meaning, attitudes and opinions in both basic and more complex authentic written texts</p>
<p>4. Listening comprehension Understands and interprets spoken language on diverse topics from diverse media (MYP Objectives A)</p>	<p>4.1 Understand the main ideas, themes, and basic and some more complex supporting details from selected spoken media (e.g. film, TV, podcasts etc) on a range of basic and complex topics</p> <p>4.2 Understand both basic and more complex phrase groupings and structures in spoken forms of the target language (e.g. expressions, polite requests etc)</p> <p>4.3 Use contextual clues (e.g. text features, tone of voice etc) to decode unfamiliar words and phrases in both simple and more complex spoken texts</p> <p>4.4 Identify the main ideas, themes, principal characters, and supporting details in basic and more complex authentic spoken texts (e.g. speeches, dialogues, announcements etc)</p> <p>4.5 Identify linguistic choices within spoken texts made to achieve communication goals, e.g. the use of emotive language, register and tone</p> <p>4.6 Use nonverbal and verbal cues when listening to or observing a user of the target language</p>
<p>5. Making linguistic connections³ - Understands that different languages use different patterns to</p>	<p>5.1 Appreciate how idiomatic expressions have an impact on communication and reflect culture (e.g. understanding the bigger meanings of idioms rather than individual words)</p> <p>5.2 Draw conclusions about the relationship among languages</p> <p>5.3 Appreciate that languages have critical sound distinctions that convey meaning</p> <p>5.4 Begin to extend and refine the use of language features and</p>

³ Adapted from the NSW Board of Studies (2003) Chinese K-10 Syllabus

<p>communicate and applies knowledge to the target and native languages (MYP Objectives A, B, C, D & E)</p>	<p>5.5 structures, e.g. by using dictionaries and grammar references Identify and begins to describe appropriate linguistic structures and features needed for specific purpose or context, e.g. to persuade, discuss, etc</p>
<p>6. Moving between cultures⁴ - Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (MYP Objectives A, B, C, D & E)</p>	<p>6.1 Begin to explain the cultural traditions and celebrations that exist in the target cultural and how and why these traditions are celebrated (e.g. holidays, celebrations, seasonal festivals, etc)</p> <p>6.2 Begin to explain the patterns of behaviour or interaction typical of one's age group in various settings in the target culture (e.g. phone manner, etiquette, idiomatic expressions etc)</p> <p>6.3 Explain aspects of the general relationship between cultural perspectives and expressive products (e.g. music, visual arts, literature etc)</p> <p>6.4 Describe values, attitudes and beliefs of the cultures of the target language</p> <p>6.5 Identify and describe culturally-bound attitudes and practices that differ from their own</p> <p>6.6 Identify and explain the cultural influences in spoken and written texts</p>

⁴ Adapted from the NSW Board of Studies (2003) Chinese K-10 Syllabus

Language B (Standard) - Year 10 & 11 (MYP Years 4 & 5)

Standards & links to MYP Objectives	Benchmarks – Students will be taught how to:
<p>1. Speaking - Verbally presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (MYP Language B Objectives A & B)</p>	<p>1.1 Initiate and sustain a conversation 1.2 Verbally present information in the target language on a range of both basic and more complex topics 1.3 Use correct tones, intonation and pronunciation 1.4 Present short plays, skits, speeches, reports & discussions etc using a range of both basic and complex language 1.5 Use repetition, rephrasing, and gestures effectively to assist in oral presentations 1.6 Use a range of language conventions and styles (e.g. slang, idioms, polite forms, status indicators etc) appropriate to different audiences and contexts (e.g. formal, informal etc) 1.7 Respond appropriately to spontaneous requests for factual information and open-ended questions 1.8 Use the target language to expand and qualify (showing understanding of balance and bias) spoken information 1.9 Express personal opinions or reasons for actions or emotions to justify a point of view</p>
<p>2. Writing - Uses the target language to express basic feelings and exchange simple opinions and information in writing (MYP Objectives C & D)</p>	<p>2.1 Produce written exchanges to share basic and complex personal information 2.2 Use the target language to plan detailed events and activities with others (e.g. using authentic schedules) 2.3 Use a range of basic and complex vocabulary to make detailed requests for written clarification 2.4 Give basic and detailed written directions in the target language 2.5 Select and incorporate basic and complex sentence structures and grammatical patterns to develop and present texts in a logical manner 2.6 Express personal opinions or reasons for actions or emotions to justify a point of view in writing 2.7 Manipulate writing in the target language in a variety of text types (e.g. notes, email, formal & informal letters, dialogues, reports, applications, articles, etc) 2.8 Accurately spells words or produces characters</p>
<p>3. Reading comprehension - Understands and interprets written language on diverse topics from diverse media (MYP</p>	<p>3.1 Understand the main ideas, themes, basic as well as complex supporting details from selected written media (e.g. magazines, advertisements etc) on a range of topics 3.2 Understand basic and relatively complex written announcements and messages from peers and adults on a variety of topics 3.3 Understand both basic and more complex phrase groupings</p>

Objectives E)	<p>and structures in written forms of the target language (e.g. expressions, polite requests etc)</p> <p>3.4 Use contextual clues (e.g. text features, graphics, semantic components of characters or spelling conventions etc) to decode unfamiliar words and phrases in both simple and complex written texts</p> <p>3.5 Identify the main ideas, themes, principal characters, and supporting details in basic and more complex authentic literature (e.g. narratives, short stories etc)</p> <p>3.6 Identify linguistic choices within texts made to achieve communication goals, e.g. the use of emotive language, register and tone</p> <p>3.7 Infer the meaning, attitudes and opinions in both basic and complex authentic written texts</p>
<p>4. Listening comprehension - Understands and interprets spoken language on diverse topics from diverse media (MYP Objectives A)</p>	<p>4.1 Understand the main ideas, themes, and supporting details from selected spoken media (e.g. film, TV, podcasts etc) on a range of basic and complex topics</p> <p>4.2 Understand both basic and complex phrase groupings and structures in spoken forms of the target language (e.g. expressions, polite requests etc)</p> <p>4.3 Use contextual clues (e.g. text features, tone of voice etc) to decode unfamiliar words and phrases in both simple and complex spoken texts</p> <p>4.4 Identify the main ideas, themes, principal characters, and supporting details in basic and complex authentic spoken texts (e.g. speeches, dialogues, announcements etc)</p> <p>4.5 Identify linguistic choices within spoken texts made to achieve communication goals, e.g. the use of emotive language, register and tone</p> <p>4.6 Understand nonverbal and verbal cues when listening to or observing a user of the target language</p>
<p>5. Making linguistic connections⁵ - Understands that different languages use different patterns to communicate and applies knowledge to the target and native languages (MYP Objectives A, B, C, D & E)</p>	<p>5.1 Understand how idiomatic expressions have an impact on communication and reflect culture (e.g. understanding the deeper meanings of idioms rather than individual words)</p> <p>5.2 Draw conclusions about the relationship among languages</p> <p>5.3 Describe both basic and complex structures and features used to refine the production of original texts</p> <p>5.4 Extend and refine the use of language features and structures, e.g. by using dictionaries and grammar references</p> <p>5.5 Describe and explain appropriate linguistic structures and features needed for specific purpose or context, e.g. to persuade, convince, discuss, debate etc</p>

⁵ Adapted from the NSW Board of Studies (2003) Chinese K-10 Syllabus

<p>6. Moving between cultures⁶ - Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture (Not formally linked to any MYP Criterion)</p>	<p>6.1 Explain the cultural traditions and celebrations that exist in the target cultural and how and why these traditions are celebrated (e.g. holidays, celebrations, seasonal festivals, etc)</p> <p>6.2 Explain patterns of behaviour or interaction typical of one’s age group in various settings in the target culture (e.g. phone manner, etiquette, idiomatic expressions etc)</p> <p>6.3 Understand and explain the general relationship between cultural perspectives and expressive products (e.g. music, visual arts, literature etc)</p> <p>6.4 Analyse values, attitudes and beliefs of the cultures of the target language</p> <p>6.5 Reflect on and discuss culturally-bound attitudes and practices that differ from their own</p> <p>6.6 Question and evaluate cultural influences in spoken and written texts</p>
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References:

IBO (2006) MYP Language B Subject guide

McREL Standards and Benchmarks

<http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=16>

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