

Language Acquisition at Alto Middle Years Program / IB Diploma Program

Introduction

At Alto, students can learn **French, Spanish** or **German** as an acquisition language. In the MYP, the language acquisition curriculum is divided into five phases, from initiation to language proficiency. Each phase usually corresponds to a grade level.

The curriculum is theme-based, covering approximately four broad thematic units every academic year. The language program requires students to be open-minded, inquirers, communicators, and risk-takers. Exploring other cultures and languages forces students to think critically about their own cultural identity in this increasingly global world. Through our inquiry-based curriculum, learners go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

Middle Years Program

Phase 1

Major Unit	Statement of Inquiry	Topics / Content
Hobbies and leisure activities	It is through our leisure activities that we express our culture and give meaning to what we love to do.	<ul style="list-style-type: none"> • Favorite and popular hobbies • How do we choose our leisure activities? • Are leisure activities different according to generations / eras?
My cultural identity	Our cultural identity is connected to the country where we live, the people who are around us and the relationships that we establish.	<ul style="list-style-type: none"> • Where do we speak French/Spanish/German? • What are the factors that help us define our identity? • What are the cultural differences between francophone countries?
What is around me?	Communicating with others allows us to form a world around us in a particular moment in time	<ul style="list-style-type: none"> • What is around me? • How is the world around me organized? • How can we communicate efficiently with others? • Spoken and body language
Celebrations	Celebrations and festivals offer us the possibility to express and share our values and beliefs.	<ul style="list-style-type: none"> • Types of celebrations • Are festivals always linked to religion • How do celebrations reflect a country's culture?

Phase 2

Major Unit	Statement of Inquiry	Topics / Content
What is the purpose of school?	School offers a structure and an objective in our lives and gives us various opportunities	<ul style="list-style-type: none"> • Daily routine • Areas and subjects of study • Does education offers the same opportunities to everyone?
What do you like to eat?	The culinary practices of a country reflect its geographical context, culture and identity	<ul style="list-style-type: none"> • Food preferences • How does food represent our cultural identity? • What is the best/healthiest diet in the world?
Sport	Our sport activities and skills aim to develop our physical and	<ul style="list-style-type: none"> • What sport do you practice? • Why do you practise sport?

	spiritual well-being	<ul style="list-style-type: none"> Does it influence our personality?
Environment	We all develop a culture and a sense of responsibility for the environment we live in	<ul style="list-style-type: none"> What is a community? The impact of our actions on our environment What can we do to improve our community? Fauna and flora Climate

Phase 3

Major Unit	Statement of Inquiry	Topics / Content
Are you curious?	Traveling allows us to satiate our curiosity while impacting our environment	<ul style="list-style-type: none"> Types of holidays Likes/dislikes while traveling Types of lodging What can we learn when traveling? Responsible tourism
How do we communicate?	Communication evolves according to innovative technological means that have an impact on the message emitted and transmitted to a recipient	<ul style="list-style-type: none"> Types of communication Means of communication What is efficient communication? Is communicating today better/easier thanks to current technologies?
Are you a victim of consumption?	Through our ways of consuming, we can express creativity and realise our dreams	<ul style="list-style-type: none"> What do you like to buy? Why do we consume so much? Are we manipulated so that we consume more?
Relationships	Relationships and links that we establish with others contribute to form our personality and give meaning to our identity	<ul style="list-style-type: none"> Types of relationships do we develop with others Can we understand each others, between generations? How do the people around us influence us?

Phase 4

Major Unit	Statement of Inquiry	Topics / Content
What does it mean to speak French/Spanish/German?	Languages spoken in different parts of the world reflect the historical influence of some countries (French/Spanish/German-speaking world)	<ul style="list-style-type: none"> How many people speak French/Spanish/German in the world? Why do we speak French/Spanish/German in other countries? How does history help us develop our linguistic knowledge
Immigration	Immigration can be the sign of a happy globalisation or the contrary. For 20th century France, immigration represents challenges and opportunities connected with new identity dynamics	<ul style="list-style-type: none"> Defining immigration, migration, expatriation, cultural diversity, "métissage" Do these concepts only apply to humans? How does science explain the animal migration? Causes and consequences What does it mean to be "French/Spanish/German" or "American" or "Californian"?
How do we help our planet?	Creative and innovative solutions to offer a better life in the midst of the current global environmental issues	<ul style="list-style-type: none"> Since when does the notion of "protecting the environment" exists? What is pollution? What is "developpement durable?" How is the world connected? (survival cycle) How are we responsible?
Education for all, education for peace	Every child has the right to go to school, everywhere in the world. Opening up to others' difficulties can help us understand what we	<ul style="list-style-type: none"> What is school? What does it mean "education for all"? Life of a middle schooler (in France, and elsewhere) Why do we go to school?

	must do to make the world a better place	<ul style="list-style-type: none"> • How is school efficient? • Gandhi: "To reach peace, we will have to start with the children" Discussion • How is a better "educated world" a better world? • The school of the future
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Phase 5

Major Unit	Statement of Inquiry	Topics / Content
Being human	Human beings are living beings but with behaviors and a sense of identity that allow us to differentiate from the animal species	<ul style="list-style-type: none"> • Values that define us as human beings • Human rights declaration • Can we communicate with animals? • The art of the language • Our ability to put ourselves in someone else's shoes, does this also exist in other species? • What are duties as human beings? • What is the link between our values and peace? • Reading: <i>The Little Prince</i>
Solidarity and service	Communication in the service of others' well-being enriches human relationships	<ul style="list-style-type: none"> • Definition of empathy, solidarity • Characteristics of community service • What does it mean to be helpful?
Technology	Throughout time, humans have invented new technologies. Some were good and helped us in our daily lives. Others were risky. It all depends on the context in which they were used.	<ul style="list-style-type: none"> • What are the recent scientific discoveries? Do we all have fair access to them? • How can these technological advancements be shared fairly around the planet? • What are the next challenges? • Cyber-dependence and cyber-bullying • How do you envision the future?
Health	Accessing food and making responsible choices are primordial for our survival and well-being	<ul style="list-style-type: none"> • What is a balanced diet? • Types of diets (vegan, carnivore, omnivore, paleo...) • How should we balance what we eat and our physical activities? • Impact on the environment • Quality over quantity/ organic versus gmo

IB Diploma Program

Students can select higher level (HL) or standard level (SL) for the study of language B at the diploma level. The language B acquisition course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Through the study of language, themes and texts, students also develop conceptual understandings of how language works. Note: the study of two literary works originally written in the target language is required only at language B HL.

Grade 11

Major Unit	HL/SL	Topics / Content
Identities "How do we express our identity?", "Alternative lifestyles"	HL/SL	<ul style="list-style-type: none"> • What do we mean by "identity"? • How do you define/express your identity? • Talking about our identity and that of others • Presenting photographs in relation to identity Using adjectives • Conformism versus marginality • How we distinguish ourselves from others?
Identities "Health", "How do we express our identity?"	HL/SL	<ul style="list-style-type: none"> • Relationship between our body and our identity • Healthy living: what does it mean? • Anorexia • Healthy spirit in a healthy body • Drugs
Identities "Languages"	HL/SL	<ul style="list-style-type: none"> • How does the language we speak reflect our identity? • One language, numerous speakers • Languages in danger • Multilingualism
Experiences "Traveling", "Past experiences affecting our future"	HL/SL	<ul style="list-style-type: none"> • How does traveling help us enlarge our horizons? • What is a tourist? • Traveling differently • Eco-tourism • Childhood memories • Exchanges between generations / Family memories
Experiences "Becoming an adult"	HL/SL	<ul style="list-style-type: none"> • Adolescence versus adulthood: ritual of passage • How and why do we mark specific passages in life? • Turning 18 • What does it mean to become an adult?
Experiences "Migrating: at what price?"	HL/SL	<ul style="list-style-type: none"> • Searching for a better tomorrow • Europe: the promised land? • Inclusion versus exclusion • Illegal immigrants

Grade 12

Major Unit	HL/SL	Topics / Content
Human Ingenuity "Science, technology, and society"	HL/SL	<ul style="list-style-type: none"> • Science in everyday life • How do scientific and technological developments influence our lives? • Writing activities: blog, tract, science report • Oral: presenting a scientific discovery
Human Ingenuity "The arts and us"	HL/SL	<ul style="list-style-type: none"> • What is the purpose of art? • Arts: mirrors of society • Writing activity: art review, email • Oral: presenting an art piece and an artist

Human Ingenuity "The world seen through the media"	HL/SL	<ul style="list-style-type: none"> ● How does the media influence our relationships with others? ● Media and me ● Identifying language register: formal, neutral, informal, texting ● Writing a media brochure ● Oral: presenting, critiquing and creating an advertisement
Social Organization "Me and my family"	HL/SL	<ul style="list-style-type: none"> ● Relationships with others ● Salutations: body language ● Family values ● Friendship
Social Organization "Me and others"	HL/SL	<ul style="list-style-type: none"> ● To stand for others: volunteering ● Fair trade ● This stranger: my sibling? ● Writing activities: brochure, official letter
Sharing the Planet "Blue planet, green planet", "Human rights"	HL/SL	<ul style="list-style-type: none"> ● What are the environmental challenges we face? ● Responsibilities ● Men/women's equality rights ● Conflicts: war and peace: children as soldiers ● Ethical dilemma ● Writing activities: newspaper article, official speech ● Oral: delivering a speech

IB Diploma Language B syllabus [here](#)

Detailed scope and sequences for each grade might vary. Also teachers are encouraged to incorporate current events into the curriculum and adapt their statement of inquiry based on classroom discussions.