



INTERNATIONAL SCHOOL
LUXEMBOURG

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.



The MYP:

- addresses holistically students' **intellectual, social, emotional and physical well-being**
- provides students opportunities to develop the **knowledge, attitudes and skills** they need in order to manage complexity, and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages** to support students in understanding their own cultures and those of others
- empowers students to participate in **service with the community**
- helps to prepare students **for further education, the workplace and a lifetime of learning.**

This curriculum is subject to change and may be adapted to suit the needs and interests of the students and adapted to fit appropriately in accordance with best practice and circumstances.

SUBJECT GROUP 1 LANGUAGE & LITERATURE

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential.

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent and interdependent skills. They are centred within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion-forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Skills and Understanding / Goals :

- **Analysing:** they will demonstrate awareness of an author's stylistic and conceptual intentions and of the influence of their own choices on their reader or listener. They will have learned how to analyze difficult or ambiguous texts and increased their understanding of both British & American and globalized culture.
- **Organising:** by the end of the year, pupils will be able to organize their ideas in a coherent and structured manner, and justify them by critically drawing on pertinent aspects of texts and authors.
- **Producing Text:** by the end of the year, pupils will have expanded their vocabulary and their confidence whilst speaking and writing
- **Using Language:** collaborating in groups will have increased both their social and creative skills.

<p>Year 6</p>	<ul style="list-style-type: none"> - Advertisements. Students explore various pieces of content critically and learn to analyse their target audience and methods of persuasion. - Myths and Legends. Introduction to mythology. Why do we tell these stories? A look at human behaviour and cultural identities - Creating a fantasy story and a book cover. Reading <i>His Dark Materials</i> and learning to create summaries. - Reading and exploring the narrative point of view. Students learn how to analyse narrative techniques and how to make text-to-world connections.
<p>Year 7</p>	<ul style="list-style-type: none"> - Students learn about biographies & autobiographies and increase their reading comprehension. - Reading historical fiction will allow the students to discuss and explore how the genre dramatizes historical reality for moral and aesthetic purposes. - Reading a dystopian novel together, students will learn how science-fiction functions as a genre and how it explores some of modernity's anxieties. The students will create their own dystopian world and analyze the atmospheric and narrative possibilities it offers. - Studying & Comparing <i>Romeo & Juliet</i> and <i>Westside Story</i>.
<p>Year 8</p>	<ul style="list-style-type: none"> - The students discuss the factors that can contribute to a healthy relationship by exploring the characters of <i>Much Ado about Nothing</i>. - Students discover how drama can be used as a form of protest (<i>An Inspector Calls</i>) and explore a range of poetry both personally and aesthetically. - Through the reading of George Orwell's <i>Animal Farm</i> students will learn about satire, objectivity, subjectivity and bias. - Journeys proved insights into a range of contexts and perspectives and scope for significant discovery, learning and self-expression. Students present a holiday blog based on past travel and travel destination focuses.
<p>Year 9</p>	<ul style="list-style-type: none"> - How can poetry be used to express moral distress and social alienation? Exploring a diverse range of modern poetry, students will refine their understanding of the poetical genre and explore some of modernity's issues. - Double-edged Sword. Students will consider how innovations can have both positive and negative aspects, depending on the point of view. - Should we always be able to say what we like, when we like it? Students will explore the issues linked to freedom of speech, democracy, propaganda and authoritarianism. - How can growing and learning be portrayed in short stories? Students grow to understand the genre and eventually create their own short story.
<p>Year 10</p>	<ul style="list-style-type: none"> - The Gothic Genre: Madness and Personal identity. - Reading classic gothic works, students will reflect on the representation and usage of madness in these stories. How do the authors use and challenge common ideas about the topic? The students will write a short gothic story (or a parody). - Nationalism, Poetry and Political Myths.

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| | <ul style="list-style-type: none">- At certain key moments, poetry played a foundational role for a nation's consciousness of itself (Yeats, Whitman). Students will read the poetry critically, and debate its significance and justification. |
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