



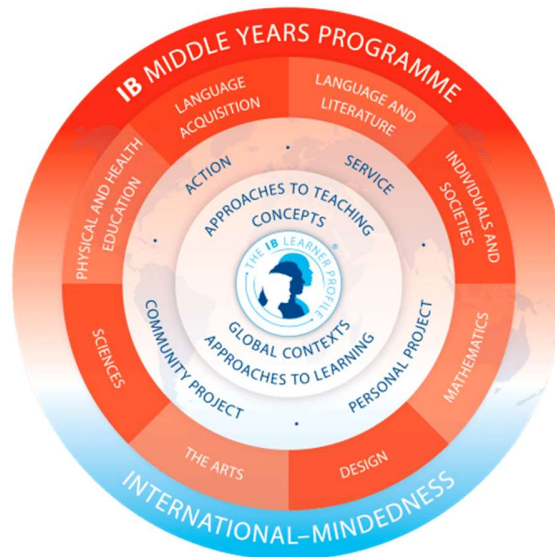
INTERNATIONAL SCHOOL
LUXEMBOURG

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 2: LANGUAGE ACQUISITION - French, German, Spanish and Japanese

Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Savignon (1983)

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB's mission.

All IB programmes require the students to study, or study in, more than one language because we believe that communicating in more than one language provides ex..."
What is an IB education? (2013, updated 2017)

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- are valued as central to developing critical thinking, and are considered essential for the cultivation of intercultural awareness and the development of internationally-minded and responsible members of local, national and global communities
- are integral to exploring and sustaining personal development and cultural identity, and provide an intellectual framework to support conceptual development
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages

- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Skills and Understanding / Goals:

- Comprehending spoken and visual texts.
- Comprehending written and visual texts.
- Communicating in response to spoken and/or written and/or visual texts.
- Using the language in spoken and/or written form.
- Being able to reflect on what we are reading and learning.
- Developing the Communication, Social, Thinking, Researching and Reflection skills.

Emergent	Phase 1	<ul style="list-style-type: none"> - Introduction to the language (countries, nationalities, personal information, I am from, numbers from 1-31) - About me (Introducing myself, my family, friends and pets, descriptions, feelings) - Routines (daily activities, numbers (31 to 60), school, the time, sports and hobbies, months, days of the week and seasons) - Sweet home (housing, parts and types, materials and homes around the world, numbers from 61 to 100) - My free time (freetime activities, healthy activities, body parts, clothes, giving recommendations, weather, culture influences)
	Phase 2	<ul style="list-style-type: none"> - Traditions and celebrations (learning about traditions and celebrations from the language they are learning, special days and festivities, traditional food and drinks, asking and answering questions related to the topic, describing festivities, use of the past tense) - Healthy live (body parts, give instructions, expressing feelings and illnesses, sports, healthy/junk food) - My neighborhood (describing my city/neighborhood, places in the city, professions/jobs, adjectives, giving directions) - Travel (transportation, trips, shopping, money, holidays, blog entries)
Proficient	Phase 3	<ul style="list-style-type: none"> - We are what we do (descriptions, social tags, appearances, habits and routines, strengths and weaknesses) - Art (creativity, review numbers and dates, reflect on what we need to invent, biographies, history) - My School (school activities, trips, exchanges, different personalities, values, bullying, give recommendations, what is a personal diary). - My home (families, the stages of life, our brain, household chores, household appliances, express opinions, the responsibility when having a pet)
	Phase 4	<ul style="list-style-type: none"> - Healthy habits (food, sports, health and medicine, giving recommendations, giving advice) - Our environment (zerowaste, biodiversity, land use, plastic pollution, expressing opinions, debate) - Social Media (the use of comparison, talking about past facts, reflecting on advantages and disadvantages, giving instructions, communication, and fake news. - Culture and diversity (Geography, facts, products and culture)
Capable	Phase 5	<ul style="list-style-type: none"> - Responsible Tourism (traditional tourism, advantages and disadvantages, reflecting on one's behavior) - Technological advances (depending on the latest news items, analyzing and reflecting on videos, interviews and articles on the

		<p>topic)</p> <ul style="list-style-type: none"> - Social Issues
	<p>Phase 6</p>	<ul style="list-style-type: none"> - Life stories (Learning about different persons and their amazing stories. Their impact and importance. Each language will be studied by a representative person from the culture and language learning). - Migration (poverty, wars, climate change, analysing different situations and talking about them, debate, important migration moments in history) - Entertainment (past, present and future of the leisure time, cinema, artistic expressions, media) - Books and comics (review of the different tenses seen so far, new vocabulary related to the description of characters in a story, etc. Project Based Learning: students will need to create a short story or comic to present to the rest of the class in the language studied)