



Language and Literature

The IB encourages multilingualism and as such Anton Bruckner International School offers students the opportunity to study both English Language and Literature and German Language and Literature courses.

“Language is fundamental to learning, thinking, and communicating, therefore it permeates the whole MYP Language A curriculum. The course is academically rigorous, and it equips students with linguistic, analytical, and communicative skills that can be used across all other subject groups. Through the study of language and literature, listening, speaking, reading, writing, viewing, and presenting are developed as both independent and interdependent skills. The variety of quality literature also enables students to broaden their knowledge of the world and different cultures as well as to further develop the attributes of the IB learner profile” (MYP Language and Literature Guide, January 2015).

Aims

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. 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.

Examples of Inquiries in Language and Literature include:

- how authors use personal life experiences to produce narrative texts that connect with audiences
- how literary analysis and making comparisons between texts allow readers to view the world from multiple perspectives
- how language can be used as a form of creative self expression and communication

Assessed Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analysing	Organising	Producing Text	Using Language



MYP1 English Language and Literature

Unit	1	2	3	4	5
Title	Characters and Readers	Life Lessons, Myths and Legends	Media Literacy: Podcasting	Silliness in Stories	The Media
Statement of Inquiry	Through empathetic depictions of characters in fiction, authors can help promote real life understanding and compassion.	Traditional stories connect us to people, cultures and the world.	Skilled creators use social and cultural context to structure purposeful communication media for their audiences.	A personal and unique communication style can capture and engage an audience.	Critical and honest communication can help create a fairer world.
Key Concepts	Perspective, Communities, Identity	Connections, Culture, Time, place and space	Communication, Perspective, Global Interaction	Creativity	Communication, Development
Related Concepts	Audience Imperatives	Context, setting, theme	Purpose, Structure	Character, Setting, Style, Theme	Point of view, purpose, Self expression
Global context	Personal and Cultural Expression	Orientation in space and time	Fairness and Development	Identities and Relationships	Fairness and Development
Assessed Criteria	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
ATL Skills	Use intercultural understanding to interpret communication	Consider multiple alternatives, including those that might be unlikely or impossible	Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online	Create original works and ideas; use existing works and ideas in new ways	Present information in a variety of formats and platforms



			networks)		
Content	Students are given the opportunity to experience life from a different perspective. Students are given the tools to help them navigate emotional and social situations presented in the Novel, Wonder.	Myths and legends are a form of oral storytelling as old as humanity itself. We will explore the connection that these stories create between the storyteller/listener and the world that we inhabit. We will learn to compare and contrast texts whilst also doing creative work of our own.	<p>1. What are Podcasts and what makes a successful Podcast?</p> <p>2. They are to make a set off guidelines to categorise successful Podcasts</p> <p>3. Then they must choose a Podcast that caught their attention and explain how and why.</p> <p>Research into persuasive techniques of :Logos, Pathos and Ethos.</p> <p>How are they used to make us feel and think a certain way?</p>	Absurd stories can certainly entertain us but they also reveal truths about the world we live in. Students will learn to analyse such stories, focusing on a range of Roald Dahl books.	News can be a great way to learn about fairness and development topics in the world, however, we have to be careful about what we believe. We can be more critical readers of the news if we can do things like identify facts, opinions, recognise bias. In this assignment, you will practise such skills.



MYP2 English Language and Literature

Unit	1	2	3	4	5
Title	That's not Fair	Who Decides? Censorship	Coming of age!	Poetic Expression	The Power of Personal Stories
Statement of Inquiry	How can fiction and nonfiction texts help to create a fairer world?	Who should decide what is appropriate for us to view, read, listen to or consume?	How do our personal experiences shape the way we view ourselves and the world?	Creators use language to express their feelings, beliefs, and values by examining the interconnection between their own creations and other texts.	
Key Concepts	Perspective, Relationships	Identity, Relationships	Identity	Aesthetics, Communication	Perspective
Related Concepts	Context	Point of View	Self expression, Theme	Genre, Intertextuality	Character
Global context	Fairness and Development	Scientific and technical innovation	Identities and relationships	Personal and cultural expression	Fairness and Development



Assessed Criteria	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
ATL Skills	Build consensus, Encourage others to take action	Access information to be informed and inform others	Draw reasonable conclusions and generalisations	Create plans to prepare for summative assessments (examinations and performances)	Use a variety of speaking techniques to communicate with a variety of audiences
Content	In this unit we will use both fictional literary and factual informative texts to explore issues of fairness and justice in the world, such as prejudice and discrimination.	Censorship of books, movies and other texts is the focus of this unit. Students will select one novel that has been banned at some point in history and evaluate whether this was an appropriate decision.	In this unit, students will read and analyse Sandra Cisneros' The House on Mango Street. We will investigate the concepts of identity and formative life experiences while closely analysing the poetic use of language in the vignette genre.	Students will view poems created and performed by various artists. Students will analyse poets such as Robert Frost, Billy Collins and form conclusions by considering the effects of the poetic devices she employed.	In this unit, we will explore how literature can help us explore other perspectives and give us new understandings of the world. We will develop more critical and creative thinking and communication skills.

MYP3 English Language and Literature

Unit	1	2	3	4	5
Title	Illusions and Insights	Changing minds and changing worlds	Prejudice and Perspective	Romeo and Juliet	The Curious Incident of the dog in the Nighttime
Statement of Inquiry	Fantasy can play an active role in our reality	How do words 'move' me? Pathos and emotional affect in	Does a certain point of view affect my opinion of someone or	What makes the perfect man/ woman?	TBC



		poetry and advertisements	something?		
Key Concepts	Creativity	Aesthetics	Culture	Form, Identity	TBC
Related Concepts	POV, Style, Self Expression	Self Expression	Context, Setting, Style	Intertextuality, Self-expression, Purpose	TBC
Global context	Personal and Cultural Expression	Fairness and Development	Identities and relationships	Orientation in space and time	TBC
Assessed Criteria	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	TBC
ATL Skills	Consider content	Use a variety of media to communicate with a range of audiences	Make inferences and draw conclusions	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	TBC
Content	In this unit we explore the relationship between the real world and fantasy. We will read an independently chosen fantasy novel and examine the genre, investigating how fantastic people, places	In this unit, students will read a number of different poems and advertisements with the specific aim of investigating how purposeful use of persuasive techniques can produce an	Students will examine the importance of who the narrator of a story is and what role this plays in constructing 'truth'. Students will analyse themes of perspective and prejudice in The Outsiders before	<i>Romeo and Juliet</i> is undoubtedly the most famous love story of all time, featuring two 'star crossed lovers' whose brief but intense affair ends in tragedy. It is one of Shakespeare's most popular plays,	TBC



	and things can actually represent realistic themes from our own world.	emotional response in the reader.	crafting narratives of their own - from multiple points of view.	and both Romeo and Juliet have become archetypal young lovers, representing certain notions of masculine and feminine identity.	
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MYP4 English Language and Literature

Unit	1	2	3	4	5
Title	Styles of Storytelling	Growing Up With Graphic Novels	“Best Laid Plans...” Mice and Men	A Midsummer Night's Dream	Fantasy Film
Statement of Inquiry	Stories are inspired by our real-world experiences and the works of others.	Visual elements communicate subtle and significant meaning to adolescent stories about social, psychological and physical change	What is the best type of language to advocate for fairness and justice in this world?	The way we communicate with others not only depends on our situations and relationships but can also change the nature of those situations and relationships.	How have society's values impacted the development of the Fantasy genre and Film over time? Can we make connections between texts?
Key Concepts	Connections, Creativity	Change, Form	Development, Relationships	Connections, Communities	Perspective



Related Concepts	Genre	Style, Genre	Audience Imperatives	Context, Character	Setting, Style, Audience Imperatives
Global context	Personal and Cultural Expression	Identities and Relationships	Fairness and Development	Orientations in Space and time	Scientific and Technological innovation
Assessed Criteria	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
ATL Skills	Access information to be informed and inform others	Gather and organize relevant information to formulate an argument	Read critically and for comprehension	Use appropriate strategies for organising complex information	Make informed choices about personal viewing experiences
Content	Students will evaluate a short story and present to the class in an informative oral presentation before showing their skill and understanding in their own original short story.	Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction	In this unit, we will learn about how issues of fairness and justice are represented in texts - both literary and non-literary.	Relationships are one of the most important parts of being human, and central to healthy relationships is healthy communication!	Skills that students will use/ acquire, from the course overview: The role that film plays in society, and cultural and historical awareness.

MYP5 English Language and Literature

Unit	1	2	3	eAssessment	4
Title	A long way gone	Vivid Voices	Film as Text IDU		The Magazine Brand



Statement of Inquiry	How does one advocate for an idea?	Ideas become more powerful and timeless when expressed in our own unique way.	How do visual (Hollywood (Film as Text) and written texts perceive and represent global issues and systems in the form of Globalization and sustainability?	Preparing for the eAssessment requires practice of the 4 criterion in past exam questions and open discussions.	Magazines connect global audiences through a particular point of view.
Key Concepts	Communication	Connections, Aesthetics	Time, Place and Space, Global interactions.	Reviewed in class	Creativity, Identity
Related Concepts	Context, style	Point of View, Style	POV, Audience Imperatives	Reviewed in class	Structure, style
Global context	Fairness and development	Personal and cultural expression	Globalisation and sustainability	Each November the IB releases the focus of the exams	Identities and Relationships
Assessed Criteria	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D
ATL Skills	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks	Combine knowledge, understanding and skills to create products or solutions	Communicate information and ideas effectively to multiple audiences using a variety of media and formats	Self management: Organisation skills and Reflection skills	Share ideas with multiple audiences using a variety of digital environments and media.
Content	Students will learn the language of advocacy using our school's	In this unit, students will choose a poet and explore a number of	Students will evaluate and critique a number of Hollywood	All 4 criteria are assessed in a 2 hour on-screen exam each	Everywhere you go, chances are you will see magazines on sale,



	<p>service model as a basis. We will read the memoir A Long Way Home and a range of other language texts that advocate for issues.</p>	<p>her poems while learning about what makes a writer's voice distinctive.</p>	<p>'blockbusters' and novella's to explore how sustainability and globalisation are represented. How accurately are the ideals and systems explored within topics such as Technology vs Man (Terminator), Cultural Identity (La Haine), Censorship (Equilibrium) and Man Vs Nature (Twister/ Man vs Wild).</p>	<p>May. Past IB specimen exams are reviewed and analysed by the student.</p>	<p>or at least someone reading one. In this unit, we will explore the magazine as a whole and many of the text types contained within (such as the editorial, feature article, advertising).</p>
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