

Course Outline

Language and Literature

MYP Level 1

I. Course Description

This Language and Literature class is a sixth grade MYP Year One course that focuses on facilitating students to become strategic, fluent readers and writers. Students will learn many reading strategies that readers use in order to comprehend challenging text they will encounter in all courses and in the world outside of school. Through the focus on various themes, students will demonstrate their growth in reading, writing, listening, speaking, and viewing.

This course incorporates the three fundamental concepts of the International Baccalaureate (IB) Middle Years Programme (MYP): holistic learning, intercultural awareness, and communication. Reading and writing skills are critical elements in students' development as they learn to independently read and write increasingly difficult text. Students will experience intercultural awareness in this course through a broader global context and perspective in literature and writing.

Students' development and growth as an IB learner will be demonstrated as they show evidence of the following qualities: An **inquiring**/questioning approach to their learning; actions that suggest they are **knowledgeable** and reasoned in their thinking; an ability to use critical thinking skills as they explore, and ability to **communicate** their ideas and receive the ideas of others; an honest, fair, and **principled** approach to their behavior and learning; an **open-mindedness** toward others' attitudes and beliefs; an empathy, compassion, and **caring** for others; a willingness to leave their comfort zone and become **risk-takers**; a **balance** in all aspects of their lives; and an ability to **reflect** on their lives and learning.

II. Aims and Objectives

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 analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze 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.

Please note: The Des Moines literacy curriculum is based on the Iowa Core Standards.

III. Role of the IB Global Contexts

Each unit of study will be structured around a statement of inquiry and one of the global contexts: identities and relationships, orientation in time and space, personal and cultural expression, scientific and technical innovation, globalization and sustainability, and fairness and development. The global contexts will provide a framework and give students the context for learning, which will enable them to make connections to their own lives, to other disciplines, and to the world. This will require students to demonstrate levels of thinking that reach beyond facts or topics.

IV. Texts and Resources

Many resources will be used in Language and Literature, including a variety of fiction/non-fiction literature, student selected books, teacher selected read aloud, internet, and audio visual media. The Sixth Grade Language and Literature text is the Houghton Mifflin Grade Six Reading Series.

V. Methodology

Students will be actively engaged in their own learning. A variety of experiences will include small group and whole group guided instruction, group activities, cooperative learning, inquiry based learning, research, discussions, and projects. Reader's Workshop, literature circles, class novels, and leveled reading groups will be used to meet individual student needs.

Through the writing process, students will master a variety of writing genres, including narrative and informational pieces. Many of these writing experiences will be cross-curricular and align with students' other core classes.

VI. Methods of Assessment

On-going formative assessments will include homework, class work, class participation, class discussions, group work, teacher conferencing and observations, and tests and quizzes.

Summative assessments will include oral and written presentations, projects, teacher-created tests, district tiered assessments, SRI reading tests, district narrative writing assessment, and unit reflections.

For IB assessment, student work is evaluated on the following IB assessment criteria:

- Criterion A: Analyzing (max 8)
- Criterion B: Organization (max 8)
- Criterion C: Producing Text (max 8)
- Criterion D: Using Language (max 8)

VII. Grading Policy, including the use of MYP Criteria

All summative tasks will be assessed using MYP rubrics, and students will receive a copy of the rubrics to take home. Further, teachers will post each student's level of achievement on Infinite Campus.