

Course Outline

Language and Literature

MYP Level 2

I. Course Description

This Language and Literature class is a seventh grade MYP Year 2 course that focuses on teaching students to become strategic, fluent readers and writers. Students will learn many reading strategies that good readers use in order to comprehend challenging text they will encounter in class and in the world outside of school.

Skills and concepts will be explored throughout the following units: planning a vacation, decision making, biographies, courage and perseverance, how to treat others, the research process, the writing process, and poetry.

This course incorporates the three fundamental *concepts of the International Baccalaureate (IB) Middle Years Programme (MYP): holistic learning, intercultural awareness and communication.* *Holistic learning* is encouraged in many ways. Reading and writing skills and strategies will be integrated throughout the course as students learn to independently read and write increasingly more difficult text. Students demonstrate skills learned in this course as they inquire, research, compare, and analyze various texts. This course fosters *intercultural awareness* in students by exposing them to broader global context and perspectives. Students will use multiple forms of *communication* to express their ideas and show evidence of their learning about real-world concepts and issues.

Students will begin to embody the IB Learner Profile as they display the following qualities:

An **inquiring**/questioning approach to your learning ~ actions that suggest you are **knowledgeable** and reasoned in your **thinking** ~ an ability to use critical thinking skills as you explore ~ an ability to **communicate** your ideas and receive the ideas of others ~ an honest, fair, and **principled** approach to your behavior and learning ~ an **open - mindedness** toward other's attitudes and beliefs ~ an empathy, compassion, and **caring** for others ~ a willingness to leave your comfort zone and become **risk- takers** ~ a **balance** in all aspects of your life ~an ability to **reflect** on life 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 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.

Students will organize and present their work using knowledge they have gained through this course. The content of this course is integrated with the DMPS Literacy Essential Curriculum and the Iowa Core found on the DMPS webpage. Please refer to Merrill's website to view the MYP objectives.

III. Role of global contexts

For every unit, there will be a statement of inquiry that will include one of the following 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*. That will provide a framework and give our classroom a context for learning. They help students make connections to their own life, to other subject areas, and the world.

IV. Texts and resources

A variety of fiction/non-fiction books, Prentice Hall Writing Coach, teacher read aloud, internet, technology, and audio visual media.

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.

VI. Methods of assessment

Formative assessments will include homework, class work, class discussions, group work, teacher observation, and quizzes.

Summative assessments will include unit reflections, presentations, projects, teacher created tests and district assessments.

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

Criterion A: Analysing (max 8)

Criterion B: Organizing (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.

Appendix A

Language A: MYP Interim Objectives Year 2

A. Content (receptive and productive)

Year Two
At the end of the second year, students should be able to:
<ul style="list-style-type: none">Recognize the value of and comment on the language, content, structure, and meaning of familiar and previously unseen pieces of age-appropriate oral, written, and visual texts.
<ul style="list-style-type: none">Understand and begin to apply Language A terminology in context.
<ul style="list-style-type: none">Understand a few of the effects of the author's choices on an audience.
<ul style="list-style-type: none">Compose pieces that apply age-appropriate literary and/or non-literary features to serve the context and intention.
<ul style="list-style-type: none">Compare and contrast age-appropriate texts, and connect themes across and within genres.
<ul style="list-style-type: none">Express an informed response to literary and non-literary texts with some independence.

B. Organization

Year Two
At the end of the second year, students should be able to:
<ul style="list-style-type: none">Create work that employs organizational structures and language-specific conventions throughout a variety of text types.
<ul style="list-style-type: none">Organize ideas and arguments in a coherent and logical manner.
<ul style="list-style-type: none">Employ appropriate critical apparatus

C. Style and Language Mechanics

Year Two
At the end of the second year, students should be able to:
<ul style="list-style-type: none">Use language to narrate, describe, explain, argue, persuade, inform, entertain, and express feelings and begin to analyze.
<ul style="list-style-type: none">Use language accurately.
<ul style="list-style-type: none">Use appropriate and varied register (voice), vocabulary, and idiom (style).
<ul style="list-style-type: none">Use correct grammar and syntax.
<ul style="list-style-type: none">Use appropriate and varied sentence structure.
<ul style="list-style-type: none">Use correct spelling/writing.