

Course Outline

Language and Literature

MYP Level 3

I. Course Description

Language A is a course designed to cover a variety of literacy components. These include reading, vocabulary, writing, listening, viewing and presenting.

Reading skills will be practiced using short stories, novels, and non-fiction works from a wide range of authors from around the world. Students will learn, practice, and participate in large and small groups to collaborate effectively and explore the perspectives of others. These activities will be on-going throughout the year.

Independent reading is extremely valuable and a life-long skill to develop. Students will have some time to choose novels and reading material which appeal to their own interests. They may report on their reading in a variety of ways.

Grammar will be emphasized through the reading and writing process, which will incorporate the IB and Common Core Standards of Writing. Teacher and peer conferencing will be used to enhance the writing experience. Students will learn how to plan, research credible sites, organize material, and write using MLA format. In addition to narrative and expository writing, students will learn to write arguments to support claims with clear reasons and relevant evidence.

Vocabulary relating to academic skills in addition to the comprehension of reading selections is included. Students complete a variety of assignments to learn and reinforce the use of new words.

The MYP fundamental concepts are evident in this course. Holistic learning is present in literature discussions and reading responses when students realize that certain messages and themes occur throughout literature, regardless of time and/or author's home country. International awareness is prominent in the exploration of cultures, a variety of texts and authors, settings, and situations throughout the world. Students learn to communicate through their writing, peer conferences, class discussions, and oral presentations.

An emphasis on the Learner Profile is dominant throughout the course. Knowledge, critical thinking, and reflection are required in vocabulary studies, essay responses, writing pieces, and literature discussions. In addition, oral responses to literature and projects involve risk-taking, inquiry and communication will demonstrate student understanding. Students must be caring and open-minded during class discussions, peer conferencing, and group work.

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.

Please refer to Merrill's website to view the MYP objectives and note that Language A year 3 also follows the Iowa Core Standards.

III. Global Contexts

An IB learner creates teaching and learning communities that provide opportunities for students to become more globally engaged. IB Global Contexts direct learning toward independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP Language & Literature explores the connections between:

- identities and relationships
- orientation in time and space
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

IV. Texts and Resources

- McDougal Literature and accompanying novels and resources
- Heath Middle Level Literature and accompanying resources
- The Writing Coach text and accompanying materials
- Computers for online research and writing

V. Methodology

Teaching methods include modeling, student involvement in rubric creation, collaborative group work, teacher and peer conferencing, small and large group discussion, think/pair/share, direct instruction and student-led presentations.

VI. Assessment

Formative – class work, individual homework assignments, reading responses, writing drafts, quizzes, group work

Summative – writing pieces, tests, projects, presentations

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

Criterion A: Analysing (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.