COURSE OUTLINE – MYP YEAR 3 LANGUAGE & LITERATURE

Course Overview & Expectations:

Students will explore the writing process through a variety of means: journal entries, expository paragraphs, narrative stories, dramatic scripts, poetic forms, notes and letters. Students will also investigate a variety of literary forms and genres: short stories, poetry, novels (historical and contemporary) and mythology. Oral skills will be enhanced through a variety of formal and informal discussions, debates, speeches and dramatic presentations. The course also includes: research skills, vocabulary building, spelling rules, parts of speech, sentence types and punctuation

Learning:

Through engaging with this course, students should UNDERSTAND…

Language and text can be a source of creativity and joy.	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	People understand text differently depending on their worldviews and perspectives.	Texts are socially, culturally, and historically constructed.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Through engaging with this course, students will KNOW…

Statement of Inquiry	Key Concept	Unit Title/Topic
A character's interaction within a given environment can affect that individual's **perspective** on his or her **relationships.**	Perspectives	Journeys of Discovery
Traditional stories reveal how our ancestors use curiosity, **creativity**, ingenuity and knowledge of their natural world, to explain their relationship with this world and each other.	Creativity	Traditional Stories Mythology
Connections, i**dentities and relationships** reveal themes of human nature and dignity.	Connections	Our common humanity
New media leads **audience** by **communicating** certain values and ideals that shape **cultural** expression.	Communication	Media
Understanding the research **system** allows us to be effective, efficient, and share a variety of **perspectives**.	Perspectives	Library Research and academic honesty

Through engaging with this course, students will DO…

CURRICULAR COMPETENCIES	EXAMPLES
Comprehend and connect (reading, listening, viewing)	• Access information and ideas for <u>diverse purposes</u> and from a variety of sources and evaluate their <u>relevance</u>, <u>accuracy</u>, and <u>reliability</u>. Library and internet research • Apply appropriate strategies to comprehend written, oral, and visual <u>texts</u>, guide <u>inquiry</u>, and <u>extend thinking</u>. Understanding inference, characterization, developing personal study questions, use of literary devices; understanding advertisements and brand personality. • Recognize <u>how literary elements, techniques, and devices enhance and shape meaning</u>. Abstract language vs concrete; understanding connotation; literal vs figurative language; inference; recognizing and understanding symbolism and poetic devices. • Construct meaningful personal connections between self, <u>text</u>, and world. Respond to <u>text</u> in <u>personal, creative, and critical ways</u>. Reader response; Journal entries; understanding point of view; understanding theme and theme statements; re-write story from another character's p.o.v. • Recognize and appreciate the role of <u>story</u>, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. The study of First People's mythology. • Recognize and identify the role of <u>personal, social, and cultural contexts, values, and perspectives</u> in <u>texts</u>. Getting to know the author/producer and the social and cultural context in which a text is created. • Recognize and appreciate how <u>distinctive features, forms, and genres of texts</u> reflect different purposes, audiences, and messages. Film study; animation; advertising; social media constructs.
Create and communicate (writing, speaking, representing)	• <u>Exchange ideas and viewpoints</u> to build shared understanding and extend thinking. Socratic dialogue on poetry; how to support ideas/opinions; what is evidence? think, pair, share; active listening and paraphrasing. • Use writing and design processes to plan, develop, and create engaging and meaningful <u>literary and informational texts</u> for a variety of purposes and <u>audiences</u>. Story writing; poetry; understanding assertion, evidence and explanation; how to support an opinion; news story. • Assess and <u>refine texts</u> to improve their clarity, effectiveness, and impact according to purpose, <u>audience</u>, and message. Understanding tone/mood; connotation and word choice; sentence structure; topic sentences and paragraph development. • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. Phrases and clauses; 4 sentence types; writing and punctuating dialogue.

Through this course, students will develop the following Approaches to Learning skills…

Below are some examples of how we develop ATL skills in Language & Literature:

Category Skill indicator	Examples
Thinking skills	Analyze the stylistic features of a text and think critically on the meaning conveyed by those authorial choices. Think critically on the effectiveness of a particular message. Think creatively when developing and writing a story or creating a written/visual text that conveys a theme and a purpose.
Social skills	Group projects which require effective collaboration to develop a message with a purpose.
Communication skills	Share ideas and opinions during class discussion; clearly communicate a message with a purpose in written or visual form.
Self-management skills	Ability to focus on the task at hand; complete the work to the best of the students' ability.
Research skills	Identify the qualities that make a source credible; be able to cite sources of information.

Assessment:

Throughout this course, students will demonstrate their learning…

The MYP Language & Literature course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment *as* learning, or assessment *for* learning. **Formative assessments could include;**	Summative assessment is assessment *of* learning. **Summative assessments could include;**
A: Analyzing	Discussion questions for a variety of texts; reader response; Plot diagrams; characterization charts; Assertion/evidence/explanation charts; TPCASTT chart; identifying metaphorical language and its meaning.	Original short story; character analysis paragraph; writing diary entries from the point of view of a character; creating a multimodal text and poetry that conveys a social issue.
B: Organizing	Plot outline; paragraph outline; basic research methodology	Original short story; opinion/persuasive paragraph; informative paragraph
C: Producing Text	Journaling; visible thinking activities; word connotation activities; defining abstract language; tone and mood activities; reader response activities.	Creating a brand and an advertising campaign; creating a multimodal text and poetry; diary entries from the point of view of a character.
D: Using Language	Effective word choice activities; sentence structure activities which includes rules for comma usage.	Creative story writing; poetry writing; presentation of multimodal social issue text, expository paragraph

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.
https://www.sd44.ca/school/carson/About/schoolpolicies/Documents/Carson%20Graham%20Academic%20Honesty%20Policy%20reviewed%20December%202018.pdf

Assessment Rubrics:

Criterion A: Analysing

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • provides **minimal** identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts • provides **minimal** identification and explanation of the effects of the creator's choices on an audience • **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology • interprets **few** similarities and differences in features within and between genres and texts.
3-4	Developing	The student: • provides **adequate** identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationships among texts • provides **adequate** identification and explanation of the effects of the creator's choices on an audience • justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology • interprets **some** similarities and differences in features within and between genres and texts.
5-6	Proficient	The student: • provides **substantial** identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts • provides **substantial** identification and explanation of the effects of the creator's choices on an audience • **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology • **competently** interprets similarities and differences in features within and between genres and texts.
7-8	Extending	The student: • provides **perceptive** identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts **thoroughly** • provides **perceptive** identification and explanation of the effects of the creator's choices on an audience • gives **detailed justification** of opinions and ideas with **a range** of examples, and thorough explanations; uses **accurate** terminology • **perceptively compares and contrasts** features within and between genres and texts.

Criterion B: Organizing

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • makes **minimal** use of organizational structures though these may not always serve the context and intention • organizes opinions and ideas with a **minimal degree of coherence and logic** • makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3-4	Developing	The student: • makes **adequate** use of organizational structures that serve the context and intention • organizes opinions and ideas with **some degree of coherence and logic** • makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	Proficient	The student: • makes **competent** use of organizational structures that serve the context and intention • organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other • makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7-8	Extending	The student: • makes **sophisticated** use of organizational structures that serve the context and intention effectively • **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way • makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

Criterion C: Producing Text

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination or sensitivity and **minimal** exploration and consideration of new perspectives and ideas • makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience • selects **few relevant** details and examples to develop ideas.
3-4	Developing	The student: • produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas • makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience • selects **some** relevant details and examples to develop ideas.
5-6	Proficient	The student: • produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas • makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience • selects **sufficient** relevant details and examples to develop ideas.
7-8	Extending	The student: • produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought, imagination and sensitivity and **perceptive** exploration and consideration of new perspectives and ideas • makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience • selects **extensive** relevant details and examples to develop ideas with precision.

Criterion D: Using Language

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • uses a **limited** range of appropriate vocabulary and forms of expression • writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention • uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication • spells/writes and pronounces with limited accuracy; errors often hinder communication • makes **limited and/or inappropriate** use of non-verbal communication techniques.
3-4	Developing	The student: • uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression • **sometimes** writes and speaks in a register and style that serve the context and intention • uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication • spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication • makes **some** use of appropriate non-verbal communication techniques.
5-6	Proficient	The student: • uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** • writes and speaks **competently** in a register and style that serve the context and intention • uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication • spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication • makes **sufficient** use of appropriate non-verbal communication techniques.
7-8	Extending	The student: • **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression • writes and speaks in a **consistently appropriate** register and style that serve the context and intention • uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** • spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** • makes **effective** use of appropriate non-verbal communication techniques.