

## COURSE OUTLINE – MYP YEAR 3 LANGUAGE AND LITERATURE

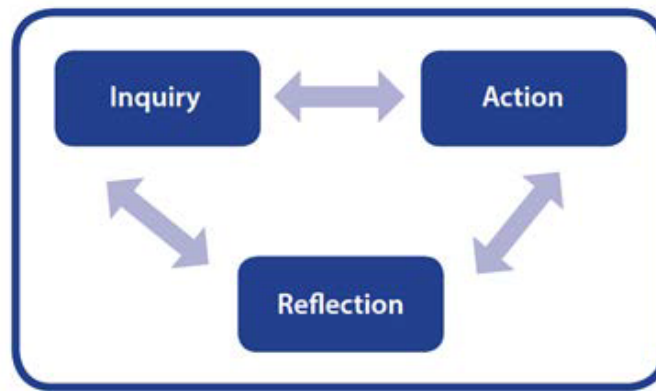
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*At Carson Graham, we strive for excellence in all endeavours, encourage personal and social responsibility, respect diversity and work to develop a life long commitment to learning.*

*Our aim is to develop inquiring, knowledgeable, confident and caring students who create a better world through intercultural understanding and respect.*

### UNITS OF STUDY

MYP units foster student inquiry and are conceptually based. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understanding that students should retain in the future; they become principles and generalizations that students can use to understand the world and to succeed in further study and in life beyond school.



*(Developing an MYP Unit, 2014)*

### Language and Literature Key Concepts:

- Connections
- Perspective
- Creativity
- Communication

### Language and Literature Related Concepts:

- Audience imperatives
- Intertextuality
- Setting
- Character
- Point of view
- Structure
- Context
- Purpose
- Style
- Genres
- Self-expression
- Theme

**MYP Global Contexts** guide classroom inquiries and encourage an international perspective

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

### **Approaches to Learning**

All MYP units of work offer opportunities for students to develop and practice ATL skills. These skills provide valuable support for students working to meet the subject groups aims and objectives.

These skills will be the focus in Language and Literature:

<b>Category</b>	<b>Skill indicator</b>
Thinking skills	Evaluate evidence and arguments
Social skills	Listen actively to other perspectives and ideas
Communication skills	Use a variety of media to communicate with a range of audiences
Self-management skills	Keep an organized and logical system of information files and notes
Research skills	Seek a range of perspectives from multiple and varied sources

The MYP Language and Literature course will focus on developing skills related to 4 criteria based objectives.

- Analysing
- Organizing
- Producing text
- Using language

Students will be assessed based on the criteria detailed below and MYP assessment will be both formally (report cards) and informally (feedback on assignments) reported. MYP levels will be used to calculate a student's overall standing in a course.



Criterion A: Analysing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>provides <b>minimal</b> identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts</li> <li>provides <b>minimal</b> identification and explanation of the effects of the creator's choices on an audience</li> <li><b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>interprets <b>few</b> similarities and differences in features within and between genres and texts.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>provides <b>adequate</b> identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationships among texts</li> <li>provides <b>adequate</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>interprets <b>some</b> similarities and differences in features within and between genres and texts.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>provides <b>substantial</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts</li> <li>provides <b>substantial</b> identification and explanation of the effects of the creator's choices on an audience</li> <li><b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li><b>competently</b> interprets similarities and differences in features within and between genres and texts.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>provides <b>perceptive</b> identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts <b>thoroughly</b></li> <li>provides <b>perceptive</b> identification and explanation of the effects of the creator's choices on an audience</li> <li>gives <b>detailed justification</b> of opinions and ideas with <b>a range</b> of examples, and thorough explanations; uses <b>accurate</b> terminology</li> <li><b>perceptively compares and contrasts</b> features within and between genres and texts.</li> </ul>

Criterion B: Organizing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li> <li>makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>organizes opinions and ideas with <b>some degree of coherence and logic</b></li> </ul>





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	<ul style="list-style-type: none"> <li>• makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>• makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>• organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li> <li>• makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>• makes <b>sophisticated</b> use of organizational structures that serve the context and intention effectively</li> <li>• <b>effectively</b> organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>• makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ul>

Criterion C: Producing Text

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>• produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination or sensitivity and <b>minimal</b> exploration and consideration of new perspectives and ideas</li> <li>• makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>• selects <b>few relevant</b> details and examples to develop ideas.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>• produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas</li> <li>• makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li> <li>• selects <b>some</b> relevant details and examples to develop ideas.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>• produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas</li> <li>• makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>• selects <b>sufficient</b> relevant details and examples to develop ideas.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>• produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas</li> <li>• makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</li> <li>• selects <b>extensive</b> relevant details and examples to develop ideas with precision.</li> </ul>





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Criterion D: Using Language

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>• uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li><li>• writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li><li>• uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</li><li>• spells/writes and pronounces with limited accuracy; errors often hinder communication</li><li>• makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li><li>• <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li><li>• uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li><li>• spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li><li>• makes <b>some</b> use of appropriate non-verbal communication techniques.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li><li>• writes and speaks <b>competently</b> in a register and style that serve the context and intention</li><li>• uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li><li>• spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li><li>• makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li><li>• writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li><li>• uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li><li>• spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li><li>• makes <b>effective</b> use of appropriate non-verbal communication techniques.</li></ul>

