COURSE OUTLINE – MYP YEAR 5 LANGUAGE & LITERATURE

Course Overview & Expectations:

Language and Literature 10 is comprised of literary studies, media studies, and composition. This course is designed to engage students in the study of both traditional literature and other forms of media, as well as to support them in their development of written and oral communication. Language and Literature 10 allows students to delve more deeply into literature as they explore specific themes, periods, authors, and areas of the world through literary works in a variety of media.

Students will:
- •increase their literacy skills through close reading of appropriately challenging texts
- •enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- •expand their development as educated global citizens, developing balance and broadening their understanding of themselves within the world
- •develop higher-level thinking and learning skills
- •critically examine varied structures, forms, and styles of compositions
- • build writing competencies (drafting, reflecting, and revising)
- • increase the ability to present ideas orally and visually
- • engage in the critical process of questioning, exploring, and sampling

Learning:

Through engaging with this course, students should UNDERSTAND…

The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.

Language shapes ideas and influences others.

Engagement with writing processes can support creativity and enhance clarity of expression.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

People understand text differently depending on their world views and perspectives.

Digital citizens have rights & responsibilities in an increasingly globalized society.

Texts are socially, culturally, and historically constructed.

Through engaging with this course, students will KNOW…

Statement of Inquiry	Key Concept/Concepts	Unit Title/Topic
Understanding interconnectedness and the impact of decision making on relationships is achievable through a study of various genres.	Connections	Introduction
Through creative expression, we gain a deeper understanding of our identity, culture, and relationships *Engagement with writing processes can support creativity and enhance clarity of expression.*	Creativity	Social Justice Poetry
Questioning communication through what we hear, read, and view contributes to our ability to find purpose and become engaged citizens.	Communication	Rhetoric/ Speeches/New Media
The exploration of character, structure, setting, and theme deepens our understanding of diverse, complex ideas about perspective, identity, others, and the world.	Perspective	Short Story
Understanding that texts are socially, culturally, and historically constructed (context) connects us to other cultures and other times.	Connections	Novel

Through engaging with this course, students will DO…

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Comprehend and connect (reading, listening, viewing)	• Read for enjoyment and to achieve personal goals – silent reading in class • Recognize and appreciate how different forms , formats , structures , and features of • texts enhance and shape meaning and impact – recognizing Literary Devices in texts and analysis • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts – creating theme statements, applying themes to their own lives, communities, and larger world • Recognize personal, social, and cultural contexts, as well as values and perspectives and cultural identities in texts – studying context of a text
Create and communicate (writing, speaking, representing)	• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking – opinionnaire, Class debate/ discussion • Respond to text in personal, creative, and critical ways – journaling, reader response writing/sharing • Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes – class 'Tea Parties', presentations, poetry readings • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences - writer's workshop, poetry writing, creative writing, academic writing • Express and support an opinion with evidence & Use acknowledgements and citations to recognize intellectual property rights – Proper quote integration/ citation format – essay writing • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context – may include grammar lessons, or formative assessment

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	Think critically and analyze literary features such as: theme, lit. devices, characterization Think creatively to create poetry, short stories, advertisements, speeches
Social skills	Work collaboratively on poetry and presentations
Communication skills	Share opinions and thoughts during think, pair, share and larger class discussions Express ideas and opinions through clear writing either creative or academic
Self-management skills	Participating in silent reading, contributing to group work
Research skills	Studying the context of a text to better understand its form, perspective, and features

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	TPCASTT, lit. devices videos, mood/tone activities, plot diagrams, paragraph writing, rhetoric group activities	Theme Statements & Paragraph writes Poetry Video, Essay Writing
B: Organizing	Peer edit for academic writing	Paragraph/ Essay Writing
C: Producing Text	Journaling, colour poetry, mood/tone activities, class discussions, paragraph writing	Poetry video, Alternate Endings, Speeches, Presentations, Essay Writing
D: Using Language	Editing, class discussion, grammar practice sheets	Essay Writing, Presentations

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

Grade Descriptors:

Grade 7
Produces high-quality frequently insightful, imaginative and sensitive work. Communicates comprehensive, nuanced understanding of linguistic and literary concepts and contexts through the effective use of language. Consistently demonstrates sophisticated critical and creative thinking through the analysis and creation of language and literature. Frequently transfers knowledge and applies skills, with independence and expertise, in a variety of complex classroom and real-world situations.

Grade 6
Produces high-quality, occasionally insightful, imaginative and sensitive work. Communicates extensive understanding of linguistic and literary concepts and contexts through the effective use of language. Demonstrates critical and creative thinking, frequently with sophistication, through the analysis and creation of language and literature. Transfers knowledge and applies skills often with independence and accuracy, in a variety of familiar and unfamiliar classroom and real-world situations.

Grade 5
Produces generally high-quality work. Communicates good understanding of linguistic and literary concepts and contexts through the effective use of language. Demonstrates critical and creative thinking, sometimes with sophistication, through the analysis and creation of language and literature. Usually transfers knowledge and applies skills with some independence and accuracy in classroom and real-world situations.

Grade 4
Produces good-quality work. Communicates basic understanding of most linguistic and literary concepts and contexts with few misunderstandings and minor gaps in the use of language. Often demonstrates critical and creative thinking through the analysis and creation of language and literature. Transfers some knowledge and applies some skills in familiar classroom situations, but requires support in unfamiliar situations.

Grade 3
Produces work of an acceptable quality. Communicates basic understanding of many linguistic and literary concepts and contexts with occasional significant misunderstandings or gaps in the use of language. Begins to demonstrate some critical and creative thinking through the analysis and creation of language and literature. Begins to transfer knowledge and apply skills, requiring support even in familiar situations.

Grade 2
Produces work of limited quality. Communicates limited understanding of some linguistic and literary concepts and contexts with significant gaps in understanding and in the use of language. Demonstrates limited evidence of critical and creative thinking through the analysis and creation of language and literature. Limited evidence of transfer of knowledge and application of skills.

Grade 1
Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most linguistic and literary concepts and contexts. Very rarely demonstrates evidence of critical or creative thinking through the analysis or creation of language and literature. Very inflexible, rarely shows evidence of knowledge or skills.

Grade 10

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: • provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts • provides limited analysis 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 • evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3-4	The student: • Provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts • provides adequate analysis 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 • evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
5-6	The student: • competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts • competently analyses the effects of the creator's choices on an audience • sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology • evaluates similarities and differences by making substantial connections in features across and within genres and texts.
7-8	The student: • provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts • perceptively analyses 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 by making extensive connections in features across and within genres and texts.

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: • 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	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	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	The student: • makes sophisticated use of organizational structures that serve the context and intention effectively • effectively organizes opinions and ideas in a sustained, 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	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: • produces texts that demonstrate limited personal engagement with the creative • process; demonstrates a limited degree of insight, imagination or sensitivity and • minimal exploration of and critical reflection on 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	• produces texts that demonstrate adequate personal engagement with the • creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on 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	• produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on 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	• produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas • makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience • selects extensive relevant details and examples to develop ideas with precision

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: • 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	• 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	• 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	• 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.