

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 , identities 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
<p>Comprehend and connect (reading, listening, viewing)</p>	<ul style="list-style-type: none"> • 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 in 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.
<p>Create and communicate (writing, speaking, representing)</p>	<ul style="list-style-type: none"> • <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 <i>as</i> learning, or assessment <i>for</i> learning. Formative assessments could include;	Summative assessment is assessment <i>of</i> 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>

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.

Assessment Rubrics:

Grade 8

Criterion A: Analysing

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"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	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"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.