

## COURSE OUTLINE – MYP YEAR 4 LANGUAGE & LITERATURE



### Course Overview & Expectations:

This course explores a variety of writing styles and places emphasis on the importance of literature. Throughout the school year, students review paragraph writing and focus on the expository (compare and contrast) essay format. The mechanics of grammar, such as advanced comma use, the semicolon, colon, and transitions are taught and strengthened through writing. Critical thinking is encouraged through the examination of specific literary genres and the production of creative writing. The importance of structure is stressed in the writing of a business letter and the usage of proper letter formatting and composition. Various genres of literature are studied, including short stories, novels, poetry and drama.

### 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	Concepts	Unit Title/Topic
We examine connections between text, creator, and audience across time and place to understand the human condition.	Connections; Intertextuality	Connections
Our understanding of what it means to be an individual and community member is shaped by the space, time and place in which we live.	Time, Place and Space; Character; Point of View; Setting	Who Am I?
Regardless of genre texts are creative self-expressions of philosophies and beliefs.	Creativity; Genres; Point of View; Theme	Creativity
Literature is essential to an understanding of our common humanity and our impact on the world. Visual expression as well as different genres in literature will speak to our common humanity.	Connections; Intertextuality; Theme; Character	Our Common Humanity
Social, cultural, and historical perspectives influence identity and the construction of texts.	Perspective; Style; Theme; Context; Point of View; Self-Expression	Perspective and Identity
Perspective impacts an audience's understanding of civilizations and social histories.	Perspective; Audience Imperatives; Context; Structure	Cultural Perspectives

## Through engaging with this course, students will DO...

CURRICULAR COMPETENCIES	EXAMPLES
Comprehend and connect (reading, listening, viewing)	<ul style="list-style-type: none"> <li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.</li> <li>Recognize the influence of place in First Peoples and other Canadian texts.</li> </ul>
Create and communicate (writing, speaking, representing)	<ul style="list-style-type: none"> <li>Express an opinion and support it with credible evidence.</li> <li>Transform ideas and information to create original texts.</li> <li>Select and use appropriate features, forms, and genres according to audience, purpose, and message.</li> <li>Use and experiment with oral storytelling processes.</li> <li>Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation.</li> <li>Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message.</li> <li>Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.</li> </ul>

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

Below are some examples of how we develop ATL skills in this course:

Category	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...

This course will focus on developing skills related to the following areas.	Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning. <b>Formative assessments could include;</b>	Summative assessment is assessment <i>of</i> learning. <b>Summative assessments could include;</b>
<b>A: Analyzing</b>	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/poetry that conveys a social issue.
<b>B: Organizing</b>	Plot outline; paragraph outline; basic research methodology.	Original short story; opinion/persuasive paragraph; informative paragraph.
<b>C: Producing Text</b>	Journaling; visible thinking activities; word connotation activities; defining abstract language; tone and mood activities; reader response activities.	Creating a multimodal text and poetry; diary entries from the point of view of a character; creative writing from various perspectives.
<b>D: Using Language</b>	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; vocabulary quizzes.

## 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 9

#### 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 minimal <b>analysis</b> of the content, context, structure, technique and style of text(s) and the relationship among texts</li> <li>Provides minimal <b>analysis</b> of the creators choice(s) on an audience</li> <li>Rarely <b>justifies</b> opinions and ideas with example or explanations; uses little or no terminology</li> <li><b>Comments</b> on few similarities and differences by making by making minimal connections in features across and within genres and texts</li> </ul>
3-4	<ul style="list-style-type: none"> <li>Provides adequate <b>analysis</b> of the content, context, structure, technique and style of text(s) and the relationship among texts</li> <li>Provides adequate <b>analysis</b> of the creators choice(s) on an audience</li> <li><b>Justifies</b> opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</li> <li><b>Comments</b> on some similarities and differences by making by making some connections in features across and within genres and texts</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Provides substantial <b>analysis</b> of the content, context, structure, technique and style of text(s) and the relationship among texts</li> <li>Provides substantial <b>analysis</b> of the creators choice(s) on an audience</li> <li>Sufficiently <b>justifies</b> opinions and ideas with examples and explanations; uses accurate terminology</li> <li>Competently <b>comments</b> on similarities and differences by making some connections in features across and within genres and texts</li> </ul>
7-8	<ul style="list-style-type: none"> <li>Provides perceptive <b>analysis</b> of the content, context, structure, technique and style of text(s) and the relationship among texts</li> <li>Provides perceptive <b>analysis</b> of the creators choice(s) on an audience</li> <li>Gives detailed <b>justification</b> of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</li> <li><b>Perceptively compares and contrasts</b> by making connections of features 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> <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	The student: <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	The student: <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	The student: <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 insight, imagination or sensitivity and <b>minimal</b> exploration of and reflection on 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	<ul style="list-style-type: none"> <li>• produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination or sensitivity and <b>some</b> exploration of and critical reflection on 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	<ul style="list-style-type: none"> <li>• produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination or sensitivity and <b>substantial</b> exploration of and critical reflection on 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	<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 insight, imagination or 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>

## 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>