

## Language A - English Course Outline MYP Level 4 - Grade 9 Accelerated

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### **I. Course Summary:**

Activities in this course are designed to prepare students for the skills they will be expected to master in the upper level IB English courses. The short story and the novel will be the focus of the first semester, and poetry and drama will be the focus of the second semester. Students will be expected to read (outside of class) selected short stories and novels. Second semester drama will include a minimum of one Shakespearean play. Poetry will include an epic poem, ballads, and contemporary poetry. A grammar review will be given to arm the students for their foreign languages and to build a base from which writing can be discussed. Writing will be stressed the entire year, beginning with reader response journals and building to a critical analysis essay. Students will also do a variety of oral presentations and speeches throughout the year. Evaluations will be both written and oral, depending on the subject matter being tested. The content of this course will focus on the MYP Global Contexts, which include Globalization and Sustainability, Fairness and Development, Identities and Relationships, Orientation in Time and Space, Personal and Cultural Expression, and Science and Technical Innovation. Students will engage in holistic learning, intercultural perspectives, and communication models to prepare them for future classes and make them IB learners. IB learners are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced.

### **II. Projected Units of Study\* (not in the order covered)**

#### **Unit: Speech: Informative, Award – Fairness and development:**

- How can I help to inform others? How do you use prior knowledge and secondary sources to create a formal speech?

#### **Unit: Novel: *Of Mice and Men*, *The Curious Incident of the Dog in the Nighttime* – Identities and relationships:**

- How can having dreams and goals affect our lives?

#### **Unit: Mythology – Orientation in space and time:**

- How are cultures connected through ideas?

#### **Unit: Short Stories – Scientific and technical innovation:**

- How do we understand what we read?

#### **Unit: Classic Drama: *Romeo and Juliet* – Identities and relationships:**

- How do your actions impact those around you?

#### **Unit: Novel: *Frankenstein* – Identities and relationships:**

- How does your upbringing affect your social, and psychological health as well as attitudes and values?

#### **Unit: Novel: *Magical Realism* – Identities and relationships, Personal and Cultural Expression (Possible)**

- How do you maintain your own identity in the midst of social and peer pressure?

#### **Other Units: Grammar, Poetry – Personal and Cultural Expression**

- How does the use of particular words impact communication?

**\*Some units may not be covered, and others may be added, due to time or student needs**

### **III. Standards**

**MN State Standards** - (The following are examples of benchmark standards that will be covered. For a complete list, see <http://mslingo.pbworks.com>):

#### *Reading Literature*

##### - Craft and Structure

1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

#### *Reading Informational Text*

##### - Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### *Writing*

##### - Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Research to Build Knowledge
  7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### *Speaking and Listening*

- Presentation of Knowledge and Ideas
  4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

#### *Language*

- Conventions in Writing and Speaking
  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vocabulary Acquisition and Use
  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

### **IB Middle Years Program Aims:**

- Use the language as a vehicle for thought, creativity, reflection, learning and self-expression.
- Comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works.
- Explore the many facets of the language through the use of media and information technology.
- Develop the skills involved in speaking, listening, reading, writing, and viewing in a variety of contexts.
- Develop a critical approach to studying and analyzing literature.
- Consider the role of literature both culturally and historically.
- Reflect on the learning process in various ways and at various stages.
- Empathize with real people fictional characters as and when appropriate.

\*The MYP Language A Objectives will be addressed through each state content standard.

### **III. Global Context:**

The content of this course will focus on the different MYP Global Contexts. Students will develop their knowledge of **globalization and sustainability** by looking at the impact that one global community can have on another.

**Science and technical innovation** will be looked at through students looking into the science of how the human brain works and processes information. By looking at how interactions affect people, students will delve into the concept of **identities and relationships**. By looking at how cultures are connected through time, students will explore the MYP concept of **orientation in time and space**. The concept of **fairness and development** will be examined through looking at how people can create change through speaking. Finally, students will look both at how they create, and how others create to get a firmer grasp on the concept of **personal and cultural expression**.

### **IV. Texts:**

The unit texts listed above were chosen to best help students meet rigorous academic standards. Each text is well regarded, and has merit. Some texts however, may contain content that some may find objectionable. If this applies to you or your student, please contact the instructor as soon as an issue arises and a solution will be created that will still allow the student to meet the same academic standards.

### **V. Additional Course Requirements and Resources - Choice Reading Assignment**

Because reading what you like and developing a reading habit are important, each quarter you will be expected to read **two novels** of your own choosing (this does not include magazines, newspapers, and assigned reading from this or any other class). You will need to set aside time outside of class for reading and develop the habit of having a book with you so you can read when time allows. Each time you finish a book, you should log a report to receive credit by following the CHOICE READING link on Schoology. You need to fill out a new book log for EACH BOOK you finish reading. Book logs will be graded periodically. Zeros will be entered after mid-quarter as a reminder to complete the assignment. **NOVELS MUST BE AT GRADE LEVEL OR HIGHER.**

### **Grading: 10 Summative Points – 5 point per novel**

- 0- Student did not log a novel or did not read named novel or read novel well below reading level or copied material from book cover or other source instead of writing their own original response
- 1- Log is incomplete and/or shows little comprehension of novel
- 2- Log shows shallow comprehension of and connection to the novel
- 3- Log shows generally good comprehension of and connection to the novel
- 4- Log shows thoughtful comprehension of and connection to the novel
- 5- Log shows insightful understanding of the novel

## **VI. Methodology:**

In MYP, teachers work collaboratively to develop a variety of techniques, focusing on approaches to learning, especially critical thinking and reflection. Students take responsibility for their learning through individual and group work, addressing unit and guiding questions, expanding on their critical thinking skills and building on their self-advocacy.

## **VII. Methods of Assessment:**

Students will engage in formative and summative assessments for each unit, which will show knowledge of the content studied. Examples of assessment can include:

- |           |                      |                  |                |
|-----------|----------------------|------------------|----------------|
| *Tests    | *Homework/Daily work | *Research/Essays | *Participation |
| *Projects | *Quizzes             | *Quickwrites     |                |

Summative assessments will represent 70% of the total student grade while formative assessments will account for 30% of the total student grade. (Please refer to the HPSH Grading & Assessment Policy for further information)

## **VIII. Grading and Reporting:**

### *MYP Criterion*

Students will be assessed multiple times on each of the criterion throughout the course of the year and the assessments will be a part of the students' overall semester grade.

- |              |               |                   |                   |
|--------------|---------------|-------------------|-------------------|
| A. Analyzing | B. Organizing | C. Producing Text | D. Using Language |
|--------------|---------------|-------------------|-------------------|

### *Grading Scale, Make Up Work and Late Work*

(Please refer to the HPSH Grading & Assessment Policy for further information)

# Classroom Expectations

## **Be The Best You!**

Your peers and instructors deserve respect all the time. If someone is talking, you're listening. You cannot do both. Sarcasm and light-hearted jokes are always welcome in this classroom. I can take a joke. Some people cannot. Work hard to respect that. Our classroom is a community. Let's make it the best it can be.

**Tardies:** Don't be tardy. It's disruptive and rude to your classmates and instructors. Three tardies will result in detention with your teacher and a call home.

**Bring your materials to class.** Any materials left in the classroom intentionally or unintentionally are your responsibility.

**If you are absent,** check Schoology, where you will find all our class work. It is your responsibility to get your make-up work (before or after class) on the day that you return to school, so don't forget to see me. Tests will be made up by appointment you will have to come talk to me (before or after class) to arrange a time to make up your test.

**Late work:** if you have a legitimate reason that you will not be able to complete an assignment on time (e.g. a family emergency), please communicate your need for an extension **BEFORE THE WORK IS DUE.**

**Test and quiz policy:** Talking, passing notes and "sign language" of any kind will not be tolerated until ALL testing is over. If you finish before your peers, you may sit quietly and read your Choice book. If you have a question during the test, raise your hand. Any attempt to cheat during any testing situation – including the use of hard-copy or digital resources - will result in a zero for the assessment with no make-up, a referral to the office, and a call home.

**Group work:** Be a good group member! Some work will be done in groups. Grades will be handed out as group grades (unless I have told you otherwise). If someone in the group is not pulling their own weight then you need to let me know before an assignment or project is completed, as I will not change grades after the fact.

**Plagiarism:** Plagiarism means copying from another source without giving that source credit. This includes your best friend, a book, the internet, etc. Simply changing a few words does not mean you have not plagiarized. Coincidences can happen, but they do not happen throughout an entire paper. If you are caught plagiarizing you will be given a zero with no make-up option, you will be written up, and I will contact your parent or guardian to make them aware of the situation. Please consult the HPSH Grading & Assessment Policy for further information.

**Cell Phones and other electronic devices including headphones and ear buds** are not allowed in the classroom according to Highland Park Senior High's rules. Unless otherwise directed, they should not be seen or heard during class. If discovered, a student will be given one warning, after which consequences escalate. Be present to learn.

**The golden rule is RESPECT.** Be polite. Treat your classmates (and teacher) with the same respect you would like to receive. Raise your hand if you have something to say. Please do not interrupt others. If someone is talking, you're listening. Sarcasm and light-hearted jokes are always welcome in my classroom. I can take a joke. Some people cannot. Please respect that. Our classroom is a community of learners who support each other.

I look forward to a great year,  
Ms. Ostendorf