



أكاديمية جيمز العالمية – دبي
GEMS World Academy
DUBAI

COURSE SYLLABUS

Language & Literature Grade 10

MIDDLE YEARS PROGRAMME

COURSE OVERVIEW

Grade 10 English forms the last year of the MYP Language & Literature A programme and will provide students with a foundation in critical thinking, close reading, and an introduction to a variety of text types. Building on all the skills of the previous year, students will read, discuss and analyse both fiction and non-fiction texts that range from classics like Harper Lee's *To Kill a Mockingbird* and Shakespeare's *Macbeth* to a range of poems which provide students with various cultural perspectives. Summative assessments will concentrate on creative writing and presentation tasks along with formal expository essay writing. Analysis will be an ongoing focus as we interpret and evaluate how authors use stylistic devices and how they have an impact on an audience.

LEARNING OUTCOMES

Aims: The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with texts from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

UNIT OVERVIEWS

Unit 1 – Novel Study (Harper Lee's *To Kill a Mockingbird* or George Orwell's *Animal Farm*)

Approximate Length: 8 weeks

Students will read a selected class text, either Harper Lee's *To Kill a Mockingbird* or George Orwell's *Animal Farm*, and focus on the narrative choices which contribute to the author's unique style. In addition, they will practise reading strategies within their groups. Students will also make notes focused on the concepts of writer's style, character development and point of view. In doing so, they are responsible for making inferences and drawing conclusions about the writer's choice and style. Lastly, they will use notes taken in class and academic organizers, to analyze how writers' styles and choices influence the audience's attitude towards the narrative. Criteria C and D will be summatively assessed.

Key Concepts: *Perspectives*

Related Concept: *Context, Style*

Global Context: *Fairness and Development*

Approaches to Learning: *Thinking, Critical thinking - analysis; Creative thinking*

SOI: *Differences and inequalities in time, place and space can shape POV and style.*

In this unit, ELG students are assigned a different text to the standard classes - *To Kill a Mockingbird* by Harper Lee. This provides them with an opportunity to explore challenging themes such as coexistence of good and evil, social inequality and prejudice. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.



Unit 2 – Poetry and Perspectives**Approximate Length:** 6 weeks

Students will read a variety of poems focused on the issue of conflict, exploring how poetic techniques help further the poet's meaning. Developing an appreciation for a poem's central message is critical to this unit as students prepare for an individual oral. At the end of this unit, students will have the opportunity to choose a poem and present an oral analysis to be discussed in light of a global issue, assessed against Criteria A, B.

Key Concept: *Perspective***Related Concept:** *Style, Theme, Self-expression***Global Contexts:** Personal and Cultural Expression

ELG: In addition to the standard curriculum, ELG students will explore a wider range of poetry and will learn how to analyse the effect of more sophisticated poetic devices. ELG students will also be expected to analyse the structure of the poetry in addition to the writer's message, use of language and key themes. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

Unit 3 – Angling the Truth: Non-fiction text types**Approximate Length:** 8 weeks

Students will read a variety of non-fiction texts to become aware of the various ways structure and other stylistic devices are used to communicate issues related to globalisation and sustainability. The main text types covered will be advertisements and how ethos, pathos, and logos help achieve the purpose of persuading an audience. Students will analyse a number of texts before doing an unseen textual analysis in exam conditions, assessed against **Criteria A, B and D**.

Key Concepts: *Communication***Related Concept:** *Audience Imperatives, Structure***Global Contexts:** *Globalization and Sustainability*

ELG: In addition to the standard curriculum, ELG students will explore a wider variety of stimulus materials. The adverts chosen by the ELG teachers will deliberately extend the thinking of the students and students will be expected to draw links between them. In their analysis of the advertising campaigns they are assigned, ELG students will analyse the effect of a wider range of persuasive devices such as: avante-grade, weasel words, parallelism and redundant questions. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

Unit 4 – Shakespeare's Macbeth**Approximate Length:** 12 weeks

Through reading and analyzing, viewing and presenting, students will develop an understanding of Shakespeare's universal themes with a focus on key character relationships. Ambition, fate, gender roles and kingship will be some of the key themes as we grapple with the rich Shakespearean language of Macbeth. Students will have two opportunities to showcase their knowledge and understanding - once in a close reading extract analysis and one contextual thematic essay - both done in exam conditions and assessed against Criteria A, B and D.

Key Concepts: *Relationships***Related Concepts:** *Character, Structure, Style***Global Contexts:** *Identities and relationships*

ELG: ELG students will study the original text as opposed to using an abridged version or modern translation. In addition to understanding the plot and tracking character development, ELG students will be expected to explore the key themes of the text: ambition, fate, power, gender roles and tyranny. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves



ASSESSMENT

Students will be evaluated using formative and summative assessments. The purpose of formative assessments and homework is to prepare students for summative assessments. Formative assessments will take many forms with the goal of scaffolding the knowledge, skills and critical thinking required to successfully complete summative assessments. All summative assessments will be graded by using a criterion-referenced approach using the “Criterion Objectives” listed below. Each assessment will be developed with the IB standards in mind and the objectives applied against the students submitted assessment task. The best-fit approach is applied to ensure the most valid, fair and reliable grade is determined using the IB Grade Boundaries and 7 point scale.

Criterion A: Analyzing

In order to reach the aims of studying language and literature, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
 - ii. analyse the effects of the creator’s choices on an audience
 - iii. justify opinions and ideas, using examples, explanations and terminology
 - iv. evaluate similarities and differences by connecting features across and within genres and texts.

Criterion B: Organizing

In order to reach the aims of studying language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C: Producing Text

In order to reach the aims of studying language and literature, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Criterion D: Using Language

In order to reach the aims of studying language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

STUDENTS RESPONSIBILITIES**Academic Honesty**

GWA maintains very strict guidelines towards maintaining academic honesty as followed by IB students globally.

1. First offence: A student who submits plagiarized work will be required to meet with the teacher to discuss the offense.
 - The teacher will notify the parents and the MYP Coordinator by email of the offense.
 - The student will be required to repeat the assessment for **formative feedback purposes only**. (The summative cannot be graded as it was not the students’ work.)
2. Second offence: The teacher will notify the parents and the appropriate Assistant Principal (6-8; 9-12).
 - An interview will take place and the assessment will receive a grade of (0). The assessment will be completed for **formative purposes only**.

Late Assessment Policy

When assessing students at GWA it is important for teachers to be able to provide students and their parents with a grade that, as much as possible, reflects their ability in a course. It is also important for students to meet reasonably established timelines to complete their assessments. In order to achieve this goal, the following procedures for the submission of summative assessments has been established:

1. Teachers will post the due date on ManageBac with at least one (calendar) week lead time for students to complete the assessment.
2. Submission of the assessment by students on the due date. If a deadline cannot be met, in order for the work to be evaluated, students must: provide a doctor's note, or provide a note from a parent explaining special family circumstances, or have established an extension with the teacher at least two days in advance. Such extensions will be given at the teacher's discretion.
3. Students must adhere to published MYP deadlines. Students who do not meet deadlines will follow these steps:
 - Attend Summative Study Hall on Thursdays until the assessment is completed
 - Parent meeting to discuss behavior concern
 - Serve an in-school suspension until the assessment is completed. Parents will be contacted. Students must make up all worked missed during the suspension.
4. Repeated failure to meet deadlines will result in narrative comments addressing these concerns in report cards and letters of recommendation to other schools, colleges, and universities.

Resources/Materials Required

Students should have the following supplies available to them and bring them to class when needed:

- ruler
- pencils
- blue/black pens
- eraser
- post-it notepads
- mobile device (students will be informed at the beginning of the lesson)
- notebooks
- relevant texts

Teachers may choose to restrict the use of mobile devices by individuals or the entire class if:

- the lesson does not require the use of technology
- students abuse their use in class

Students remain completely responsible for any devices that they bring to school. While teachers will do their best to help find any lost or stolen items, the teachers and school are not liable for their loss.

PARENTS' RESPONSIBILITIES

Student absence from school/class

Parents must notify the school via iSAMS of their child's absence: reason and duration. It is the student's responsibility to arrange with the teacher as to when to complete work as set out on Managebac during their absence and to catch up with class notes and assignments.