



COURSE SYLLABUS

Language & Literature Grade 6

MIDDLE YEARS PROGRAMME

COURSE OVERVIEW

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

LEARNING OUTCOMES

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 analyzing literary and non-literary texts
- engage with texts from different historical periods and a variety of cultures
- explore and analyze 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 – Autobiography
Approximate Length: 9 weeks

In this first unit of grade 6 English Language and Literature, students will explore the autobiography genre, including memoirs, vignettes, timelines and poetry. This opening unit will allow teachers to build a relationship with their students, as each student will produce a short autobiography, highlighting the pivotal moments in his or her life. Furthermore, students will also present on a famous person of interest to their classmates, honing in on their research skills as well as public speaking!

Key Concept: Identity

Related Concepts: POV, self expression

Global Context: Identities and Relationships

ATLs: Thinking skills: creative thinking, Social: collaboration

Statement of Inquiry: Focusing on meaningful moments in life, through POV and expression, writers explore identity to provide a link between individuals and the world in which they live.

ELG: In addition to the standard curriculum, ELG students will be exposed to extended resources to provide additional challenge. They will also be completing a book club project where they read a novel in small groups and complete a creative task, of their choice, in response to the novel. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.



Unit 2 – Myths & Legends**Approximate Length:** 9 weeks

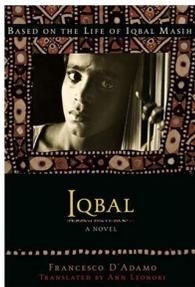
For the second unit of the year, students will look at how myths and legends contribute to cultural identity. These texts will span from a variety of cultures and time periods, opening our students to a diversity and plurality of readings. From ancient Greek myths, to the creation story, to Hindu myths, we will delve into how stories have the power to shape beliefs and attitudes. They will learn how to identify the central message or moral of each text and practice the written skills of point, evidence and explanation - the basics of paragraph writing.

ELG: In addition to the standard curriculum, ELG students will be reading a wider range of more challenging Myths and Legends and will explore relevant symbols and themes. They will also be completing a book club project where they read a novel in small groups and complete a creative task, of their choice, in response to the novel. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

Unit 3 – The World of Advertising**Approximate Length:** 9 weeks

In this unit, students will practice their critical thinking by examining a series of advertisements and marketing campaigns. These non-fiction texts will work as a platform for students to see how persuasive techniques, in particular ethos, pathos and logos are often used to convince or manipulate a target audience into purchasing a product. Students will have the exciting challenge of designing a holiday or vacation in a group project that they will pitch to their class. This real-world application will give them the opportunity to showcase their persuasive skills as well as their public speaking.

ELG: In addition to the standard curriculum, ELG students will be exposed to a wider variety of persuasive devices related to advertising, such as: plain folks, snob appeal and bandwagon. They will also be completing a book club project where they read a novel in small groups and complete a creative task, of their choice, in response to the novel. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

**Unit 4 – Fighting For Social Justice****Approximate Length:** 9 weeks

The final unit of study for Grade 6 will centre on global injustices and the springboard text for this unit is the novel Iqbal by Francesco D'Adamo. With an emphasis on building the foundation to strong analytical writing by focusing on PEEL structure, students will practice compare and contrast between the novel and real-world examples on the issue of social injustice. For this final unit there will be two summative assessments, one allowing students to design a more imaginative advertisement or billboard and another last opportunity to showcase their analytical skills in exam conditions.

ELG: In addition to the standard curriculum, ELG students will explore real world connections, exploring social justice issues in the modern world. They will also be completing a book club project where they read a novel in small groups and complete a creative task, of their choice, in response to the novel. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

PERSONALISATION

The English Department use a range of resources to personalise learning both inside and outside our classrooms. IXL provides students with activities tailored to their MAP scores, this allows students to consolidate in-class learning at home. Students can also work towards the targets set by their teachers using this programme. We also use Newsela to allow students to access well written articles, which can be adapted to suit the individual reading level of a student. In addition to these programmes, teachers are committed to providing students with differentiated vocabulary lists to help them to extend their vocabulary.

ASSESSMENT

In the MYP Students will be evaluated using formative and summative assessments.

Formative Assessment: Tasks and assignments that allow the teacher to regularly judge the effectiveness of both teaching and learning processes. This may include teacher observation and oral, written or products of student effort. Examples: class activities, homework and quizzes.

Summative Assessment: The judgment made by the teacher of the standard of achievement reached by the student at the end of a unit of work. Examples: Presentations, designing a product, drafted essays.

All 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.

Criteria A: Analyzing

- i) analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts;
- ii) analyze 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.

Criteria B: Organizing

- 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.

Criteria C: Producing Text

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

Criteria D: Using Language

- 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.

STUDENT RESPONSIBILITIES**Academic Honesty**

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

1. First offense: 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 of the offense by email.
 - The student will be required to repeat the assessment for **formative purposes only**. (The summative cannot be graded as it was not the students’ work.)
2. Second offense: 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, 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. MYP students must adhere to published deadlines. Students who do not meet IB Diploma Programme deadlines will follow these steps:
 - Detention(s) until the assessment is completed
 - Parent meeting to discuss behavior concern
 - After 3 offenses, parents will be contacted and additional detentions and/or in-school suspensions will be assigned until the assessment is completed. 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.

APPENDIX

Classroom Expectations:

- Be on time
- Be prepared – have all books and supplies ready when class begins
- Bring your own electronic device
- Listen when others are speaking
- Exhibit MYP learner profile characteristics