



أكاديمية جيمز العالمية – دبي
GEMS World Academy
DUBAI

COURSE SYLLABUS

Language & Literature Grade 7

MIDDLE YEARS PROGRAMME

COURSE OVERVIEW

Grade 7 English forms the second year of the MYP Language & Literature programme and will provide students with a foundation in critical thinking, close reading, and an introduction to a variety of text types. Building on critical and inquiry skills of the previous year, students will read, discuss and analyse challenging fiction and non-fiction texts, including a variety of Memoirs, Dystopian Fiction, Persuasive Essays and Poetry. Summative assessments will concentrate on a balance between analytical writing, creative tasks, research skills, essay writing. Analysis will also be a focus as we dissect, interpret and explore how authors and creators use figurative language, character and themes to effectively explore personal and cultural expression, fairness and development, scientific and technical innovation, and identities and relationships.

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 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 3 – Let's Argue- Persuasive Essay: Scientific and Technical Innovation
Approximate Length: 7-8 weeks

This unit will empower students to use and develop their critical reading and writing skills. Students will apply their close reading skills to understand a societal issue as a context for various perspectives, positions, and arguments. Furthermore, students will establish and sequence evidence-based claims as premises for a coherent, logical argument around a position related to the unit's issue. Students will anticipate and respond to counter arguments and defend their thesis with academic-quality research that is properly sourced and cited using MLA.



Key Concept: Logic

Related Concepts: POV, self expression

Global Context: Personal and cultural expression

ATLs: Investigating, Inquiring & Designing/Research and Information Literacy - Ethical use of information; Thinking Critically - Evaluating claims and justifications; Communication - Audience, context and purpose

Statement of Inquiry: Writers influence their audience to agree with the writer's perspective, through developing strong, evidence-based, arguments.

ELG: In addition to the standard curriculum, ELG students will explore a wider range of persuasive techniques such as: hyperbole, shock tactics and forceful phrases. ELG students will also be encouraged to use multiple pieces of evidence in each paragraph of their persuasive arguments. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

Unit 2 – Poetry - Identity

Approximate Length: 6-8 weeks

Put three words
On each line
Easy if you
Make it rhyme

In this unit on poetry, students will enter the world of the poet. This unit is a great opportunity to cement the connection between reading and writing. As students read poems, they will be encouraged to reread. They'll be guided into a conversation about how a poem makes them feel and what it leads them to think about. They will study the poem to see *how* it shaped their reading experience. As they reflect on that, they'll be building a repertoire of tools they can use as they write their own poems. Purpose and meaning must guide their inquiry so they can step inside the work of a poem both as a reader and as an artist creating their own poem.

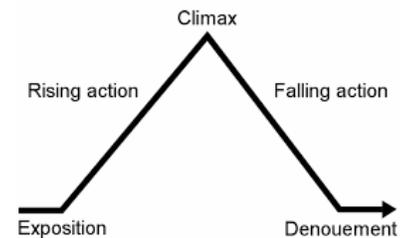
ELG: In addition to the standard curriculum, ELG students will be encouraged to explore a wider variety of poems, and will learn how to identify more sophisticated poetic devices such as enjambment and assonance. Students will also be encouraged to identify links between the poems they explore. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

Unit 3 – Writing Short Stories

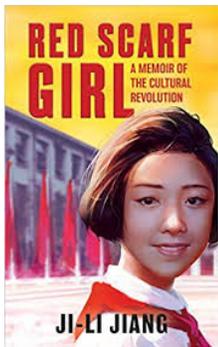
Approximate Length: 7-8 weeks

In this unit, students will learn how to write an effective and engaging short story. Students will explore a wide variety of genres and will understand their key conventions. There will also be a focus on plot structure with students exploring a variety of narrative structures including Freytag's pyramid. Other areas of exploration will include the 'Seven Basic Plots' and Propp's Character Theory. This unit will culminate in a short story competition which as students will submit a story for.

ELG: In addition to the standard curriculum, ELG students will move away from the traditional story structure and start to explore more sophisticated structures such as nonlinear narratives, flashbacks etc. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

**Unit 4 – Novel Study: Red Scarf Girl**

Approximate Length: 6-8 weeks



Students will read *Red Scarf Girl* by Ji-li Jiang - a historical memoir written about the author's experiences during the Cultural Revolution of China. Students will learn about the context of this novel and will explore how the context drives the meaning of the narrative. In addition to this, students will focus on the narrative choices which contribute to the author's unique style. There will also be opportunities for students to practise reading strategies within small groups. Note making will focus on the concepts of writer's style, character development and point of view. Students will be responsible for making inferences and drawing conclusions about the writer's choice and style.

ELG: In addition to the standard curriculum, ELG students will complete in depth contextual research regarding the Cultural Revolution of China. This will help them to understand the background to the novel. ELG students will also explore how the issues discussed in the novel link to life in the 21st century. 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

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 on the 1-7 IB scale. All reports will reflect the IB 1-7 grading scale and will be based on the best-fit approach to assessment.

Course Grade Descriptors**Objective A: Analysing**

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

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.

Objective B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

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.

Objective C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

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.

Objective D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include written, oral and visual text, as appropriate.

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 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 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 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 have 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. The following are the possible consequences to students completing assessments late or not at all:
 - Detention(s) 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 work 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.