

COURSE OVERVIEW

Grade 9 English forms the fourth 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 challenging fiction and non-fiction texts that range from classics like John Steinbeck's *Of Mice and Men* and Shakespeare's *Romeo and Juliet* to current global concerns explored in the Protest unit. Summative assessments will concentrate on creative tasks like delivering a persuasive speech, and learning to build tension in writing using powerful vocabulary and varied sentence structures, as well as establishing the expectations of a competent expository essay. Analysis will also be a focus as we dissect, interpret and explore how authors use stylistic devices and the impact that they have on an audience.

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 text 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 – Bias and Perspective
Approximate Length: 6 weeks

In this first unit of Grade 9 English, students will read a variety of short stories, including Shirley Jackson's "The Lottery". They will consider how the narrative perspective allows us entry to exploring the complexity of human nature. With a focus on creative writing and close reading skills, students will compose a short scene based on one of the stories studied that demonstrates their understanding of effective story-telling. Students are assessed against Criteria C and D.

Key Concept: Perspective

Related Concepts: POV, style

Global Context: Personal and cultural expression - artistry and craft

ATLs: Thinking - creative thinking, Self management - reflection

Statement of Inquiry: Writers develop perspective through manipulating POV and style, to explore the complexity of human nature.

ELG: In addition to the standard curriculum, ELG students will be given greater independence in their analysis of short stories. Group work will be commonplace, with students working together to explore the writer's craft. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.



Unit 2 – The World Against Me
Approximate Length: 8 weeks



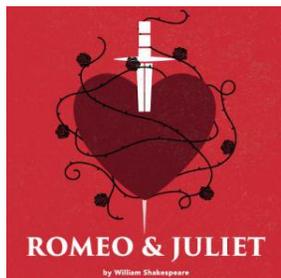
In the second unit of the year, students will engage in a contextual study of the American novella *Of Mice and Men*, written by John Steinbeck. The study of this classic text requires an appreciation of the historical and social context, an understanding of the American Dream set against the aftermath of the Great Depression, as we explore the interrelationship between the environment and choices of individual characters. The culminating assessment will showcase each student's ability to compare and contrast how characters or setting is used in the text to communicate Steinbeck's overarching themes.

ELG: ELG students will take a slightly different approach in their reading of *Of Mice and Men*. Instead of focusing on understanding on the plot and the development of characters, ELG students will be analysing key themes and tracking these throughout the novella. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.

Unit 3 – Protest
Approximate Length: 6 weeks

Passion and persuasion. This dynamic unit will explore a variety of global and individual concerns, ranging from bullying and animal rights, feminism, racism, and other political issues. Numerous non-fiction resources will be used including: poster adverts, speeches, and documentaries. Every Grade 9 student is expected to find a topic or issue that he or she is passionate about. This issue will be researched and developed into a well-crafted speech that illustrates an understanding of how persuasive techniques, like ethos, pathos, and logos, impact an audience.

ELG: In addition the standard curriculum, ELG students will be exposed to a wider range of more challenging stimulus materials. In creating their argument, teachers will expect them to use multiple pieces of evidence and to effectively undermine the counterargument. Success criteria for summative assessments include ELG differentiation to encourage students to challenge themselves.



Unit 4 – Love and Hate
Approximate Length: 10 weeks

The most challenging text of the year is reserved for the last! Students will study Shakespeare's *Romeo and Juliet* and explore the themes of love versus hate. Students will delve into the polarised themes through close reading of key extracts to familiarise themselves with the complexities of Shakespearean language. Through roleplay, discussion and analysis, students will further their understanding of the unit in a final analytical essay, done in exam conditions.

ELG: ELG students will study the original text as opposed to using an abridged version or the modern translation. They will also be expected to explore key themes such as loyalty, love and hate, conflict and patriarchy. 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. 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 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 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. The following are 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.