

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. We will begin our year with the elements of fiction and short stories and then work our way into novels, speeches, poetry, and drama. Students will be expected to read (outside of class) selected short stories and novels. 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 critical analysis essays. 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. Possible Units of Study* (not in the order covered)

Unit: Non-fiction: *The 9/11 Report – A Graphic Adaption – Globalization and sustainability:*

- What is the responsibility of one community to another?

Unit: Speech: Informative – 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 – 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: Novel: *The House on Mango Street – Personal and cultural expression:*

- How can I find positive ways to express my culture?

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: *Great Expectations – Identities and relationships:*

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

Unit: Novel: *Bless Me, Ultima – Identities and relationships:*

- How do you prevent yourself from folding into peer pressure in the modern society and maintain your own identity?

Other Possible Units: Grammar, Poetry, *Frankenstein, A Northern Light, Fahrenheit 451, The Joy Luck Club, Batman: Year One* *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):

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 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. 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.

VI. 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:

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

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)

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)

VII. Additional Classroom Expectations:

The golden rule is RESPECT.

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. Respect that. Our classroom is a community. Let's make it the best it can be.

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 – **In other words, you will have to come talk to me (before or after class) to arrange a time to make up your test.**

Tardies: Don't be tardy. It's disruptive and rude to your classmates and instructors. Three tardies will result in detention.

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

Take care of personal needs before class. Our time together is important, so do your best to use the restroom or get a drink between classes.

Raise your hand if you have something to say. Please do not talk out of turn or interrupt others. Refusal to do so will result in a referral.

Test and quiz policy: Talking, passing notes, etc. will not be tolerated until ALL testing is over. Cell phones and iPads should be put away until testing is done. If you finish before your peers, sit quietly and work on something. If you have a question during the test, raise your hand, and I will answer you in turn. **Any attempt to cheat or to communicate with another classmate during any testing situation will result in a zero with no make-up.**

Plagiarism: Plagiarism means copying from another source. 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. You will be asked to submit your papers to turnitin.com. **Please consult the HPSH Grading & Assessment Policy for further information.**

Electronics: iPads are to be brought to class (charged) every day. Cell phones should be silenced and put away. They are not to be used during class.

I look forward to a great year,

Mrs. Lambert

I have read these course expectations for English 9 MYP Accelerated and agree to adhere to them.

Student Name (Please Print) _____

Student Signature _____

Parent/Guardian Signature _____

***Upload these signatures to the syllabus assignment on Schoology. You do not need to bring a hard copy to class.**