

**Language A - MYP English Course Outline**  
**MYP Level 5/Grade 10**  
**Ms. Lingofelt & Ms. Hill**  
**Highland Park High School Room: 2205**  
**Phone: (651) 293-8940 ex. 43849**  
**E-mail: [liana.lingofelt@spps.org](mailto:liana.lingofelt@spps.org) & [anne.hill@spps.org](mailto:anne.hill@spps.org)**

**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 according to the MYP fundamental concepts and the IB Learner Profile. The course will focus broadly on holistic learning and intercultural awareness. Students will increase their communication skills—verbal and written.

This is a course in contemporary American literature focusing on primarily fiction. The novel will be the focus of the first semester, and poetry and drama will be the focus of the second semester. Students will be expected to read (outside of class) selected short stories and novels. Poetry will include various pieces from several movements of contemporary poetry. Writing will be stressed the entire year, and critical analysis essays will be featured. 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. Projected Units of Study\* (not in the order covered)**

- **Unit: Novel: *The Absolutely True Story of a Part-Time Indian* – Identities and relationships:**
  - How are we a product of our family?
- **Unit: Short Stories (Asian) – Orientation in space and time:**
  - In what ways do actions, past and present, influence others?
- **Unit: Biography: *Photographic: The Life of Graciela Iturbide* – Identities and relationships:**
  - How are we a product of our surroundings?
- **Unit: Drama: *Macbeth* – Identities and relationships:**
  - Why do people do what they do?
- **Unit: Narrative Poetry (*Long Wat Down*) – Personal and cultural expression:**
  - How can we use writing to express ourselves?
- **Unit: Speech: Persuasive – Fairness and development:**
  - How can our words be used to persuade others?

**Possible Units Studied\* (not in the order covered)**

- **Unit: Non-fiction Reading Strategies – Globalization and sustainability:**
  - How can one community impact others?
- **Unit: Novel: *The Kite Runner* – Orientation in space and time:**
  - How can the past impact the present?
- **Unit: Non-Fiction: *The Immortal Life of Henrietta Lacks* – Scientific and technical innovation:**
  - What are the responsibilities of science?
- **Unit: Novel: *Their Eyes Were Watching God* – Identities and relationships:**
  - How are we a product of those around us?
- **Unit: Southern Gothic – Orientation in space and time:**
  - In what ways do actions, past and present, influence others?

**\*Some units may not be covered, and others may be added, due to time or student needs**

*Additionally, all MYP 10<sup>th</sup> grade students are expected to complete a Personal Project during the course of the school year.*

**MN State Standards (the following are examples of benchmark standards that will be covered. For a complete list, please see my website <http://mslingo.pbworks.com>):**

*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.

### MYP 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 interdependence of human 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. Some examples of how those Global Contexts will be addressed are: 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:

- |           |                      |                  |                |
|-----------|----------------------|------------------|----------------|
| *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)

### VII. 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)

### VIII. Additional Classroom Expectations:

**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 one of us.** Tests will be made up by appointment – **In other words, you will have to come talk to one of us (before or after class) to arrange a time to make up your test.**

**Group work:** Much work will be done in groups. Grades will be handed out as group grades (unless we have told you otherwise). If someone in the group is not pulling their own weight then you need to let one of us know before an assignment or project is completed, as we will not change grades after the fact.

**Tardies:** Don't be tardy. It's disruptive and rude to your classmates and instructors. Three tardies will result in detention and a call home. After that, we reserve the right to assign further detentions, referrals, etc. as we see fit.

**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, and "sign language" of any kind will not be tolerated until ALL testing is over.** If you finish before your peers, sit quietly and work on something. If you have a question during the test, raise your hand, and an instructor 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 may be asked to submit your papers to turnitin.com. Please consult the HPSH Grading & Assessment Policy for further information.**

**Note: Students who are asked to leave class (hall or office) for behavioral issues will receive a zero for the day.**

**Cell Phones or other electronic devices are already banned according to Highland Park Senior High's rules.** Unless otherwise directed, they should not be seen or heard during class. If discovered, the electronic device will be immediately confiscated, and the punishment will be at the teacher's discretion.

**The golden rule is RESPECT.**

**Your fellow 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. Ms. Hill and I can take a joke. Some people cannot. Respect that. Our classroom is a community. Let's make it the best it can be.**

**Remember, English is simply reading, writing, talking and listening.**

**We look forward to a great year.**

**—MS. LINGOFELT & Ms. Hill**