



NOTRE DAME



MYP Language A (English)

Level I

Grade 6

Ms. Pauwels

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I. Course Description:

Students will read and analyze a variety of literature to seek information, ideas, and enjoyment. Students will read both fiction and nonfiction; short stories, poetry, essays, and novels; and view movies that will encourage them to think about who they are, to become more aware of the world around them, and consider what their role is and will be in that world. Students will develop good study skills, learn to organize their space and time, and work on active reading and listening skills. A variety of learning strategies will be taught that can be applied to gaining knowledge in all subject areas. Students also will look at ways to develop and best utilize their learning strengths. Students will have numerous opportunities to express their creativity through individual projects, Socratic circles, group projects, and journal responses to literature. Students will express and substantiate their thoughts and opinions in various forms of writing.

The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication. These concepts are developed throughout the MYP units taught in Language A Level I.

The learner profile is an important component of Language A. Students are encouraged to use the learner profile attributes when discussing the characters in the novels and short stories they read. They also are encouraged to reflect on these attributes within themselves.

II. Aims and Objectives:

AIMS – To encourage and enable the students to:

- 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
- develop the skills involved in speaking, listening, reading, writing, and viewing a variety of contexts
- read widely to promote a lifelong interest in language and literature
- Empathize with real people and fictional characters as and when appropriate

OBJECTIVES – At the end of the course, students should be able to:

- use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain, and express feelings
- compare texts and connect themes to show similarities or differences across genres
- distinguish the main ideas in a text from the secondary ideas
- use correct grammar with appropriate and varied sentence structure

III. Areas of Interaction:

The beginning of the year will focus on *Approaches to Learning* as students discover what they can do to become successful learners. Students will work on essential middle school skills (how to find, open, and organize their locker; how to manage their schedule; how to read and take notes from their various textbooks; etc). Time will be spent learning “IB” vocabulary (Areas of Interaction and Learner Profile).

Health and Social Education is an important component of Level One – Language Arts. “*Who am I?*” “*How do I fit in while still being me?*” These questions address concerns facing most middle school students. With the help of the school counselor, writing assignments, short stories, and excerpts from novels, students will be encouraged to look at how other young people face life problems and then consider ways that they themselves can better handle the challenges facing them in middle school.

Human Ingenuity, Community Service, and Environments will also be explored through literature, writing, and group activities. Reading of *Peak, Three Cups of Tea, and Shipwreck at the Bottom of the World*, will challenge students to consider how characters are affected by the communities they live in along with the environment they live in.

IV. Texts and Resources:

Prentice Hall Literature

Prentice Hall Writing and Grammar

Peak by Roland Smith

Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance by Jennifer Armstrong

Three Cups of Tea by Greg Mortenson

Videos

V. Methodology:

Classes will be taught through lecture, small group and whole group discussions, and Socratic circles.

VI. Methods of Assessment:

The two main methods of assessment used are formative and summative. Formative Assessments include: quizzes, class discussions, textbook exercises, and group work. Summative assessments include: individual and group projects, Socratic circle reflections, essays, oral presentations, and tests.

VII. Grading policy, including the use of MYP criteria:

Each semester is divided into three phases. The grade for each phase is based on percentage of points earned. The grade for each marking phase will be calculated by percentage of points earned. Letter grades will then be assigned as follows:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

The grading points will be earned using the various forms of assessment mentioned above. Students will be assessed according to the three MYP Language A Criterion:

A. Content

B. Organization

C. Style and Language Mechanics.



MYP Language A (English)

Level II

Grade 7

Ms. Patterson

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I. Course Description:

Students will enhance their expertise in the areas of grammar, mechanics, spelling, writing, vocabulary, and critical reading. The practice exercises will help improve the students' communication skills. The literature aspect of the class will cover the areas of fiction, non-fiction, drama, poetry, humorous selections, and mythology. The students' knowledge of grammar and communication specifics will be reinforced in the tasks related to their varied reading. The students will demonstrate their abilities through reading connected projects, oral presentations, various forms of writing, and role playing.

II. Aims and Objectives:

AIMS – To encourage and enable the students to:

- 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.
- develop the skills involved in speaking, listening, reading, writing, and viewing in a variety of contexts.
- read widely to promote a lifelong interest in language and literature.
- empathize with real people and fictional characters as and when appropriate.

OBJECTIVES – At the end of the course, students should be able to:

- use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings.
- compare texts and connect themes to show similarities or differences across genres.
- distinguish main ideas in a text from the secondary ideas.
- use correct grammar with appropriate and varied sentence structure.

II. Areas of Interaction:

Approaches to Learning will be reviewed as well as IB terminology and the Learner Profile. Students will review strategies in listening effectively, taking notes, following directions, participating in class, managing their time, outlining, and preparing for tests. Students will review how to recognize their strengths before choosing a project to ensure a positive result.

Health and Social Education will be explored as the students compare their environmental situations with those of various characters in the selections we read. Would they react to conflicts in the same ways as the characters in their novels or would they devise different ways to resolve the problem?

Human Ingenuity and *Community and Service* will be evident as the students write their own myths and share them with children in a lower grade. The seventh graders will help the younger children illustrate and present the illustration.

Environments will be addressed as we contemplate our choices concerning a healthy planet with the choices made by people we study in the literature units

IV. Texts and Resources:

Prentice Hall Literature

Prentice Hall Writing and Grammar

Touching Spirit Bear by Ben Mikaelson

Esperanza Rising by Pam Munoz Ryan

The Breadwinner by Deborah Ellis

Life As We Knew It by Susan Beth Pfeffer

V. Methodology:

Classes will be taught through lecture, small group and whole group discussions, and Socratic circles.

VI. Methods of Assessment:

The two main methods of assessment used are formative and summative. Formative Assessments include: quizzes, class discussions, textbook exercises, and group work. Summative assessments include: individual and group projects, Socratic circle reflections, essays, oral presentations, and tests.

VII. Grading Policy, including the use of MYP criteria:

Each semester is divided into three phases. The grade for each phase is based on percentage of points earned. The grade for each marking phase will be calculated by percentage of points earned. Letter grades will then be assigned as follows:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

The grading points will be earned using the various forms of assessment mentioned above. Students will be assessed according to the three MYP Language A Criterion:

A. Content

B. Organization

C. Style and Language Mechanics



NOTRE DAME



Language A (English)

MYP Level III

Grade 8

Ms. Keough & Ms. Hall

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I. Course Description:

Students in Language A - Level III will explore the meaning and value in the words of others and focus on strengthening their communication and self-expression skills. Using contemporary and classic literature and other texts, students will explore their own culture and cultures from around the world. Students will also explore and examine real life issues that affect the world and themselves. The MYP learner profile is an important component of Language A. Students are encouraged to use the learner profile attributes when discussing the characters in the novels and short stories they read. They are encouraged to reflect on these attributes within themselves. The eighth grade curriculum for language arts will also challenge students with a variety of in-depth writing experiences where spelling, grammar, mechanics, punctuation, and vocabulary will be reinforced. Furthermore, writing across the curriculum will be emphasized so that students may meet their writing goals. In addition, students will be provided with reading selections blending cross-curricular content areas with language arts.

The fundamental concepts of the MYP include holistic learning, intercultural awareness, and communication. These concepts are developed throughout the various MYP units taught in Language A Level III.

II. Aims and Objectives:

AIMS – To encourage and enable the students to:

- 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 and creative 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 and fictional characters as and when appropriate.

OBJECTIVES – At the end of the course, students should be able to:

- understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing.
- demonstrate a critical awareness of a range of written and visual texts.
- express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently.
- understand connotations within a language in order to interpret the author's or speaker's intention.
- express ideas with clarity and coherence in both oral and written communication.
- structure ideas and arguments, both orally and in writing, in a sustained and logical way.

- use and understand an appropriate and varied range of vocabulary and idiom.
- use correct grammar with appropriate and varied sentence structure.

III. Areas of Interaction:

Language A Level 3 will encompass all Areas of Interaction. First, the course will focus on *Human Ingenuity and Approaches to Learning* where students will be learning how to focus their thoughts and communicate clearly through oral presentations, various forms of essay writing, and group projects. They will also analyze different genres comparing and contrasting themes. Students will be given the opportunity to use language as a vehicle for thought and reflect on the learning process in many ways. In addition, students will learn how to enhance their critical thinking skills. Through the novels, *Light in the Forest* and *The Boy in the Striped Pajamas*, the areas of *Community and Service*, *Health and Social Education*, and *Environments* will be explored. Students will also connect knowledge gained from these novels with work being done in Humanities Level III – American History Grade 8.

IV. Texts and Resources:

Writing and Grammar published by Prentice Hall

Literature published by Prentice Hall

Don't Sweat the Small Stuff, Richard Carlson

My Brother Sam is Dead, The Collier Brothers

The Boy in the Striped Pajamas, John Boyne

A Midsummer Night's Dream, William Shakespeare

8th Grade Reading Choice

V. Methodology:

Methods of instruction will include the following: cooperative learning, lectures, videos, discussions, reading a variety of texts, Socratic circles, peer teaching and critiquing.

VI. Methods of Assessment:

Each semester is divided into three phases. The grade for each phase will be based on the percentage of total points earned. Level III students take a written, cumulative final exam, worth 25% of the semester grade. We will use two methods of assessment: formative (quizzes, discussions, exercises, group work), and summative (Individual and group projects, oral presentations, tests).

VII. Grading Policy, including the use of MYP criteria:

Grades are based on daily class work, projects, quizzes, and tests. We will be using a total point system for all grades with the exception of the final exam. Final exams are weighted 25% of the grade.

100–90 = A

89-80 = B

79-70 = C

69-60 = D

Below 60 = F

The grading points will be earned using the various forms of assessment mentioned above. Students will be assessed utilizing the three MYP Language A Criteria: Content, Organization, and Style.