



**Course:** English I

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**Year:** IB MYP Year 4 (Grade 9)

**Course Description:** The primary objective of International Baccalaureate Middle Years Program in English, grades 9 & 10, is the development of critical thinking skills as reflected in both written and oral communication. Thus, the focus of the study of grammar, vocabulary, usage, and mechanics will be on employing those skills in narrative, descriptive, and expository compositions. Research-based group projects and individual research papers will help students enhance their research and documentation skills. Critical thinking and analytical writing skills will be further enhanced through the study and analysis of short stories, novels, drama and poetry. The program uses a thematic, multidisciplinary approach to teaching that incorporates five Areas of Interaction across the curriculum. These are: Health & Social Education, Community & Service, Environments, Human Ingenuity, and Approaches to Learning.

**Our aims are:**

Use language as a vehicle for thought, creativity, reflection, learning, self-expression 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 analyzing literary and non-literary works
- engage in literature from a variety of cultures and representing different historical periods
- explore and analyze aspects of personal, host and other cultures through literary and non-literary works
- engage with information and communication technology in order to explore language
- develop a lifelong interest in reading widely
- apply language A skills and knowledge in a variety of real-life contexts.

**You will begin to embody the IB Learner Profile as you display the following qualities:**

Inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

**At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI's):**

There are five AOI's: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

<b>Title</b>	<b>AOI</b>	<b>Question</b>	<b>Topic</b>	<b>Assessment</b>
<b>Short Fiction</b>	<b>ATL, H&amp;SE, C&amp;S, and HI</b>	<b>Why is story-telling universal and timeless?</b>	<b>Analysis and creation of short fiction</b>	<b>Final exam based analyses of stories read / <u>Short story written by each student (IBMYP assessment project using criteria A &amp; C)</u></b>
<b>Non-fiction</b>	<b>ATL, H&amp;SE, Env., C&amp;S, and HI</b>	<b>How has public discourse helped shape society?</b>	<b>Analysis of varied types of non-fiction / Non-fiction writing</b>	<b>Final exam based on non-fiction selections read / <u>Persuasive editorial written by each student (IBMYP assessment project using criteria B &amp; C)</u></b>
<b>Drama</b>	<b>ATL, H&amp;SE, and HI</b>	<b>Are we governed by fate or free will?</b>	<b>Life in Elizabethan England / Brief and extended analyses of drama</b>	<b>Group presentations about Elizabethan England using multi-media / <u>Extended literary analysis of <i>Romeo and Juliet</i> written by each student (IBMYP assessment project using criteria A &amp; B)</u></b>
<b>Poetry</b>	<b>ATL, H&amp;SE, Env., C&amp;S, and HI</b>	<b>How does poetry reveal what we might not otherwise recognize?</b>	<b>Analysis of varied types of poetry / Poetry writing</b>	<b>Final exam based on poems read / Poetry portfolio &amp; presentation, including analyses &amp; created poems, using multi-media</b>
<b>Epic &amp; Myth</b>	<b>ATL, H&amp;SE, Env., C&amp;S, &amp; HI</b>	<b>How are epic heroes brave, smart, and/or lucky?</b>	<b>Analysis of mythology and epic poetry</b>	<b>Final exam based on <i>The Odyssey</i> / Gods, goddesses, &amp; mythological creatures posters</b>
<b>Novel</b>	<b>ATL, H&amp;SE, Env., C&amp;S, &amp; HI</b>	<b>Is it possible to live in two worlds and be a whole person?</b>	<b>Analysis of Novel</b>	<b>Student Produced digital poster to communicate theme</b>

**At the end of the year, the following IB MYP specific objectives will be covered:**

**A – Content (receptive and productive)**

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

- understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- understand and apply language A terminology in context
- analyze the effects of the author’s choices on an audience
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- compare and contrast works, and connect themes across and within genres
- express an informed and independent response to literary and non-literary texts.

**B – Organization**

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

- create work that employs organizational structures and language-specific conventions throughout a variety of text types
- organize ideas and arguments in a sustained, coherent and logical manner
- employ appropriate critical apparatus.

**C – Style and language mechanics**

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
- use language accurately
- use appropriate and varied register, vocabulary and idiom
- use correct grammar and syntax
- use appropriate and varied sentence structure
- use correct spelling (alphabetic languages) or writing (character languages).

**The methodology or the “how” we will learn:** Class discussion, journal writing, cooperative learning, Cornell note-taking, direct instruction, oral & silent reading, composition modeling, audio-visual, and research

**The PASS objectives of the state of Oklahoma are as follows:**

Content requirement/ Cognitive Requirement	Objectives:
Reading and Literature— Vocabulary/Understand	<b>PASS reference</b> (I.1.1,2,3,4,5) <b>The student will understand</b> knowledge of word origins, roots, prefixes, suffixes , context clues and use of reference material to expand vocabulary through wide reading, listening and discussing.

Reading and Literature— Comprehension/ Understand	<b>PASS reference (I.2.1,2)</b> <b>The student will understand</b> the literal meaning of the text and use that understanding to draw inferences about that text as a way to interpret meaning.
Reading and Literature— comprehension/Apply	<b>PASS reference (I.2.3,4)</b> <b>The student will apply</b> summary and generalization to analyze and evaluate texts.
Reading and Literature— Literature/Analyze	<b>PASS reference (I.3.1,4)</b> <b>The student will analyze</b> a variety of genres and sub-genres and respond to significant works of literature.
Reading and Literature— Literature/Understand	<b>PASS reference (I.3.2,3)</b> <b>The student will understand</b> how figurative language and literary elements are used to develop a literary work.
Reading and Literature— Research and Information/ Understand	<b>PASS reference (I.4.1,2)</b> <b>The student will understand</b> how to conduct effective research.
Writing and Grammar— Writing process/Apply	<b>PASS Reference (II.1.1,2,3,4,5,6)</b> <b>The student will apply</b> knowledge of the writing process to write coherently.
Writing and Grammar— Modes and Forms of Writing/Apply	<b>PASS Reference (II.2.1,2,3,4,5,6,7,8,9,10)</b> <b>The student will apply</b> the writing process to a variety of purposes with an emphasis on narrative and descriptive modes.
Writing and Grammar— Grammar Usage and Mechanics/Apply	<b>PASS Reference (II.3.1,2,3,4)</b> <b>The student will apply</b> knowledge of Standard English Conventions in writing.

Assessment:

**PASS reference (I.1.1,2,3,4,5)** The student will **understand** vocabulary from literature studies in their own compositions.

**PASS reference (I.2.1,2)** The student will complete a study guide to demonstrate literal understanding of text. (guide may be a graphic organizer, guide questions, etc...)

The student will write responses to a text that draws inferences based on textual evidence.

**PASS reference (I.2.3,4)** The student will summarize and paraphrase complex texts.

The student will analyze author's techniques to write responses that convey opinions about a text.

**PASS reference (I.3.1,4)** The student will list the characteristics of a genre type (short story, novel, poetry, etc...).

The student will apply the characteristics of genre to a specific piece of literature.

**PASS reference (I.3.2,3)** The student will identify examples of significant literary devices in a poem

**PASS reference (I.4.1,2)** The student will research the historical context of *The Odyssey* and create an oral and visual presentation of one aspect—this will meet the requirements of Oral Language and Visual Literacy standards as well.

**PASS Reference (II.1.1,2,3,4,5,6)** The student will use the writing process to write a multi-draft paper.

**PASS Reference** (II.2.1,2,3,4,5,6,7,8,9,10) The student will write an autobiographical account of a time when an important decision has to be made.

**PASS Reference** (II.3.1,2,3,4) The student will write a paragraph and evaluate with teacher guidance utilizing a rubric to correct errors in usage.

**Internal Grading Policy: We use a four point grading scale except in the case of weighted classes.**

<b>Unweighted</b>	<b>Weighted</b>
A= 4 points	A=5 points status. The class is denoted on the transcript
B=3 points	B=4 points with an asterisk (*) preceding the class title.
C=2 points	C=3 points Rank is determined on the weighted grade
D=1 point	D= 1 point average at the end of the seventh
F=0 points	F= 0 points

**Resources and materials:**

- *Reader's Choice: Course 4* Glencoe
- *Writer's Choice: Grade 9* Glencoe
- *Characters in Conflict* – Holt, Rinehart & Winston (Short Fiction)
- *50 Essays* – Bedford / St. Martin's (Non-fiction)
- Novels (selected from): *To Kill a Mockingbird*, *The Secret Life of Bees*