MYP English Language & Literature 8

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

International Baccalaureate Middle Years Programme Year 3 (Grade 8) English Language and Literature aims to develop the reading, writing, speaking, listening, viewing, and presentation skills of students through an inquiry-based process within a workshop model. Through the exploration of a variety of texts in various genres we hope to gain understanding of the world around us and become global citizens, deepening our understanding of human nature and encouraging learners to read with purpose and pleasure. Summative and formative assessments will be distributed via Google Classroom and then posted to MB for review. The summative and formative assessments will be reviewed according to IB MYP Year 3 Criteria (A. Analyzing, B. Organizing, C. Producing Text, and D. Using Language) and the Learning Outcomes connected to those criteria. Through understanding and developing our overall Approaches to Learning in IB MYP Year 3, English Language and Literature, we hope to become knowledgeable and balanced learners with grit and integrity.

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

https://resources.finalsite.net/images/v1566550032/aismmozcom/wvjpuwnf4s9tbmvz1bl9/AISM Grade8CriticalLearningOutcomes.pdf

Assessment in the Middle Years Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.
MYP assessment requires teachers to assess the prescribed subject-group objectives, using the assessment criteria, at least twice for each subject group in each year of the programme. Within each culminating assessment task, teachers and learners are guided by criteria that are provided to learners at least one week in advance of a culminating task, ensuring that assessment is transparent. Teachers then collaborate to standardize their expectations for

learners' performance in order to ensure consistency prior to making a final judgement regarding achievement.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.