

MYP English Language & Literature 6

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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:

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP Language and Literature subject group - listening, speaking, reading, writing, viewing and presenting - develop as both independent and interdependent skills. They are centred within an inquiry-based learning environment. The MYP 1 course explores contemporary topics, concepts and personal interests through a variety of print and media sources. The students begin the academic year with a unit focusing on the concept of change and development as part of the AISM PYP-MYP transition programme. Students share personal experiences and read short stories showing character transformation caused by internal and external influences, which they can relate to. This leads students onto a narrative writing unit, followed by inquiry into conflicts and resolution through novels such as "The Breadwinner" by Deborah Ellis and "A Long Walk to Water" by Linda Sue Park. In addition, students will have an opportunity to engage in an independent group novel study and are encouraged to develop a lifelong interest in reading. Throughout the units in Grade 6, we address grammar and vocabulary building and establish the groundwork for literary analysis. As the year continues, students apply those analytical skills to poetry and opinion-editorial writing through annotation, Socratic circle discussions and in-class presentation activities. The Grade 6 learning outcomes for the year are closely linked to the four criterion published by the IB and will be posted to Managebac for review.

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/dgkkwrhdaizc46zjly9f/AISMGrade6CriticalLearningOutcomes.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.