Language and Literature Course Outline

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Bladins International School Mission Statement

The mission of Bladins International School is to fully develop the student's intellectual, aesthetic, emotional, physical and moral potential and, as a school, serve as an example of educational excellent.

Teaching and Learning within the Middle Years Programme at Bladins

The Middle Years Programme is designed to challenge teenagers in a number of ways. As part of the Middle Years Programme the students at Bladins IS are given an awareness of the ever changing world through a challenging and demanding curriculum, fostering an appreciation and a love for learning. The curriculum at Bladins IS enables students to make connections between the subjects and the concepts taught, in context of today's world.

Together with the IB Learner Profile attributes http://www.ibo.org/en/benefits/learner-profile/, our students are encouraged to inquire, take action and reflect on their learning. Through a conceptual approach to teaching and learning students are taught how to view subject content through a variety of frameworks and make associations between subjects.

The programme allows students to build on their personal strengths and to embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity. (MYP:From Principles into Practice, 2014)

Aims of the Language and Literature Course at Bladins International School

The aims of the teaching and learning of MYP Language and Literature are to encourage and enable students to:

♦ use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis 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 analysing literary and non-literary texts
♦ engage with text from different historical periods and a variety of different cultures
♦ explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
♦ explore language through a variety of media and modes
♦ develop a lifelong interest in reading
♦ apply linguistic and literary concepts and skills in a variety of authentic contexts.

MYP Objectives *Language and Literature*

A: Analysing

MYP 1	MYP 3	MYP 5
At the end of the first year, students should be able to:	*At the end of the third year, students should be able to:*	*At the end of the fifth year, students should be able to:*
i. identify and comment on significant aspects of texts	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts	i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
ii. identify and comment upon the creator's choices	ii. identify and explain the effects of the creator's choices on an audience.	ii. analyse the effects of the creator's choices on an audience
iii. justify opinions and ideas, using examples, explanations and terminology	iii. justify opinions and ideas, using examples, explanations and terminology	iii. justify opinions and ideas, using examples, explanations and terminology
iv. identify similarities and differences in features within and between texts.	iv. interpret similarities and differences in features within and between texts.	iv. evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

MYP 1	MYP 3	MYP 5
At the end of the first year, students should be able to:	*At the end of the third year, students should be able to:*	*At the end of the fifth year, students should be able to:*
i. employ organizational structures that serve the context and intention	i. employ organizational structures that serve the context and intention	i. employ organizational structures that serve the context and intention
ii. organize opinions and ideas in a logical manner	ii. organize opinions and ideas in a coherent and logical manner	ii. organize ideas in a sustained, coherent and logical manner
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing Text

MYP 1	MYP 3	MYP 5
At the end of the first year, students should be able (with modifications) to:	*At the end of the third year, students should be able (in more complex activities) to:*	*At the end of the fifth year, students should be able to:*
i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process	i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process	i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating an awareness of impact on an audience	ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to support ideas.	iii. select relevant details and examples to develop ideas.	iii. select relevant details and examples to develop ideas.

D: Using Language

MYP 1	MYP 3	MYP 5
At the end of the first year, students should be able to:	*At the end of the third year, students should be able to:*	*At the end of the fifth year, students should be able to:*
i. use appropriate and varied vocabulary, sentence structures and forms of expression	i. use appropriate and varied vocabulary, sentence structures and forms of expression	i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in an appropriate register and style	ii. write and speak in an appropriate register and style	ii. write and speak in a register and style that serve the context and intention
iii. use correct grammar, syntax and punctuation	iii. use correct grammar, syntax and punctuation	iii. use correct grammar, syntax and punctuation
iv. spell and pronounce with accuracy	iv. spell and pronounce with accuracy	iv. spell and pronounce with accuracy
v. use appropriate non-verbal communication	v. use appropriate non-verbal communication	v. use appropriate non-verbal communication

techniques.	techniques.	techniques

Language and Literature topics include:

Language and Literature units and activities in MYP 1 through to MYP 5....

The taught and assessed curriculum in each year of Language and Literature throughout MYP1-5 may include:

Advertising and Marketing	Documentary and film	Memoir and biography
Speeches and rhetoric	Poetry anthologies	Narrative form
Novel studies	Mass Media and social media	World literature

Assessment in Language and Literature

Assessment is intended as an extension of the learning process for students, and this course gives students many different ways to demonstrate their understanding and skills. There are various assessment tools used in Language and Literature. These include observations, tests, peer assessments, performance tasks, group tasks and rubrics.

In Language and Literature, students are assessed on a variety of skills and processes including close analytical readings, deconstructing texts, creative writing, purposeful choice of language and applying various organizational structures; which contribute to their achievement during the year.

In MYP 1 through MYP 5 student achievement in Language and Literature is assessed against the following four criteria:

A. **Analysing:** demonstrate an understanding of the creator's choices, the relationships between various components of a text and between texts and make inferences about how an audience responds to a text.
B. **Organizing:** organize their ideas and opinions using a range of conventions to suit the form and purpose of communication whilst applying citation and formatting tools accurately.
C. **Producing Text**: explore and appreciate new perspectives and ideas in the creative process, develop the ability to make choices that affect both the creator and the audience.
D. **Using Language:** apply accurate and varied language suited to the context and intention to express and communication thoughts and ideas.

Students achieve a level from 0-8 in each criterion and these are added together to calculate the final overall achievement level in sciences using the following table.

Final achievement Level	1	2	3	4	5	6	7
Total mark/32	1-5	6-9	10-14	15-18	19-23	24-27	28-32