



ENGLISH LANGUAGE ARTS 10

Language Adapted

IB MYP LANGUAGE AND LITERATURE YEAR 5

TEACHER *Sarah Conbere*

sconbere@wvschools.ca

www.msconbere.weebly.com

Google Classroom will also be used. Parents/Guardians should email Ms. Conbere in order to be included on updates that are sent.

DESCRIPTION OF COURSE (from BC IRP)

The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society.

GOALS

- Comprehend and respond to oral and written language critically creatively and articulately
- Communicate ideas, information and feelings critically, creatively and articulately using various media
- Think critically and creatively and reflect on and articulate thinking and learning
- Develop a continuously increasing understanding of self and others

ADAPTATIONS

- Allow for more time on reading and writing assignments/projects
- Focus on reading and writing
- Building academic vocabulary
- More one on one time to assess for understanding
- Adapted reading materials

INSTRUCTIONAL MATERIALS / RESOURCES

- Useful study tools: highlighters and post-it-notes of various sizes and colours, pens/pencils
- Silent reading book
- Lined paper and an organized binder
- Students will be provided with a variety of text and online resources.

THE MAIN UNITS OF STUDY

READING

- Short stories and poetry
- Possible novels are *Animal Farm*, *The Chrysalids*, *To Kill a Mockingbird*, *Fahrenheit 451*, lit circle selections and independent choices
- Shakespeare's *Twelfth Night*

WRITING

- A variety of styles including creative, descriptive, expository, narrative, informative and persuasive

SPEAKING

- A variety of formal and informal opportunities including in-class presentations

WEBSITE

- Please refer to the class website often (see top of page 1) for important messages regarding major assignments and tests. **Google Classroom will host all work that has been done in class on a daily basis as well as note upcoming assignments.** Homework will generally be discussed and posted in class where students should copy it into their agendas/calendars on a daily basis.
- Reading should be part of the daily ritual.

ASSESSMENT

Assessment will be based on a variety of tasks (assignments, projects, presentations, quizzes, tests, etc). The ministry curriculum organizers will be used along with the MYP criteria reflected in the rubrics. Refer to the MYP rubric on the last page.

<i>BC IRP Curriculum Organizers</i> <ul style="list-style-type: none">○ Oral Language (speaking and listening)○ Reading and Viewing○ Writing and Representing	<i>MYP Assessment Criteria</i> <ul style="list-style-type: none">○ CRITERIA A: Analyzing○ CRITERIA B: Organizing○ CRITERIA C: Producing text○ CRITERIA D: Using language
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MYP ASSESSMENT RUBRIC

	Beginning		Developing	Accomplished		Exemplary
BC letter grade	I	F	C- / C	C+	B	A
MYP RUBRICS – used to assess individual tasks	0	1	2,3	3,4	4,5,6	6,7,8

Final Mark Calculation in English 10

The final mark for English Language Arts 10 will be based on assessment from all three terms including a final assessment in Term 3.

The final mark is based on an 8 point IB scale.

Please note that the Ministry of Education no longer requires a final exam for this course.

ACADEMIC INTEGRITY

Please refer to the white pages at the beginning of the student agenda to see all school policies.

ATLs (Approaches to Learning) and Academic Conduct

For Language and Literature Year 5, the ATL to be assessed is Self-Management Skills.

- Attendance and Punctuality
- Academic Integrity
- Homework Completion
- Preparedness for class
- On-task during class activities
- Contribution and participation to the positive learning environment of the class
- Assignments completed on time in good copy format

Based on the criteria, one of the following descriptors will be used:
E (expert), P (practitioner), L (learner) or N (novice)

Attendance and Assignments:

Attendance and punctuality are mandatory. All assignments should be best effort, good copy format and submitted on time.

Absences/Lateness:

It is the responsibility of the student to make up the missed work promptly. Assignments that are due can be submitted on the day of the student's return to school.

Pre-arranged absence:

If a student knows in advance that he or she will miss a class, arrangements should be made beforehand with the teacher to make up missed quizzes/ tests. Assignments must be submitted on or before the due date.

Family Holidays and Missed Work (as is written in Student Agenda):

Rockridge does not give permission for students to go on holiday during school time. If parents opt to take their sons/daughters out, it is their prerogative. Any work missed is solely the student's responsibility. Teachers are not expected to provide extra classes, make-up tests, or specific work to be completed. Parents must be aware that absences, whether excused or not, may have a negative impact on achievement.

Academic Misconduct: All work submitted by a student should be his/her own work.

Note: This course outline is subject to change.

Language and Literature Assessment Criteria for MYP Year 5 – Grade 10

Criterion A: Analysing				
(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
<p><i>I have not achieved a standard described by any of the descriptors to the right.</i></p>	<p><i>I am able to:</i> provide limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>provide limited analysis of the effects of the creator's choices on an audience</p> <p>rarely justify opinions and ideas with examples or explanations; uses little or no terminology</p> <p>evaluate few similarities and differences by making minimal connections in features across and within genres and texts.</p>	<p><i>I am able to:</i> provide adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>provide adequate analysis of the effects of the creator's choices on an audience</p> <p>justify opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</p> <p>evaluate some similarities and differences by making adequate connections in features across and within genres and texts.</p>	<p><i>I am able to:</i> competently analyse the content, context, language, structure, technique, style of text(s) and the relationship among texts</p> <p>competently analyse the effects of the creator's choices on an audience</p> <p>sufficiently justify opinions and ideas with examples and explanations; uses accurate terminology</p> <p>evaluate similarities and differences by making substantial connections in features across and within genres and texts.</p>	<p><i>I am able to:</i> provide perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</p> <p>perceptively analyse the effects of the creator's choices on an audience</p> <p>give detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology</p> <p>perceptively compare and contrast by making extensive connections in features across and within genres and texts.</p>
Criterion B: Organizing				
(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
<p><i>I have not achieved a standard described by any of the descriptors to the right.</i></p>	<p><i>I am able to:</i> make minimal use of organizational structures though these may not always serve the context and intention</p> <p>organize opinions and ideas with a minimal degree of coherence and logic</p> <p>make minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.</p>	<p><i>I am able to:</i> make adequate use of organizational structures that serve the context and intention</p> <p>organize opinions and ideas with some degree of coherence and logic</p> <p>make adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p><i>I am able to:</i> make competent use of organizational structures that serve the context and intention</p> <p>organize opinions and ideas in a coherent and logical manner with ideas building on each other</p> <p>make competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p><i>I am able to:</i> make sophisticated use of organizational structures that serve the context and intention effectively</p> <p>effectively organize opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</p> <p>make excellent use of referencing and formatting tools to create an effective presentation style.</p>
Criterion C: Producing Text				
(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
<p><i>I have not achieved a standard described by any of the descriptors to the right.</i></p>	<p><i>I am able to:</i> produce texts that demonstrate limited personal engagement with the creative process; demonstrate a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</p> <p>make minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>select few relevant details and examples to develop ideas.</p>	<p><i>I am able to:</i> produce texts that demonstrate adequate personal engagement with the creative process; demonstrate some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas</p> <p>make some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>select some relevant details and examples to develop ideas.</p>	<p><i>I am able to:</i> produce texts that demonstrate considerable personal engagement with the creative process; demonstrate considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas</p> <p>make thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>select sufficient relevant details and examples to develop ideas.</p>	<p><i>I am able to:</i> produce texts that demonstrate a high degree of personal engagement with the creative process; demonstrate a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</p> <p>make perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>select extensive relevant details and examples to develop ideas with precision.</p>
Criterion D: Using Language				
(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
<p><i>I have not achieved a standard described by any of the descriptors to the right.</i></p>	<p><i>I am able to:</i> use a limited range of appropriate vocabulary and forms of expression</p> <p>write and speak in an inappropriate register and style that do not serve the context and intention</p> <p>use grammar, syntax and punctuation with limited accuracy; errors often hinder communication</p> <p>spell/write and pronounce with limited accuracy; errors often hinder communication</p> <p>make limited and/or inappropriate use of non-verbal communication techniques.</p>	<p><i>I am able to:</i> use an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>sometimes write and speak in a register and style that serve the context and intention</p> <p>use grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</p> <p>spell/write and pronounce with some degree of accuracy; errors sometimes hinder communication</p> <p>make some use of appropriate non-verbal communication techniques.</p>	<p><i>I am able to:</i> use a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>write and speak competently in a register and style that serve the context and intention</p> <p>use grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>spell/write and pronounce with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>make sufficient use of appropriate non-verbal communication techniques.</p>	<p><i>I am able to:</i> effectively use a range of appropriate vocabulary, sentence structures and forms of expression</p> <p>write and speak in a consistently appropriate register and style that serve the context and intention</p> <p>use grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>spell/write and pronounce with a high degree of accuracy; errors are minor and communication is effective</p> <p>make effective use of appropriate non-verbal communication techniques.</p>

