

# 9th Language and Literature

AY 2024-2025

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## Course Overview & Expectations:

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national, and global communities.

The language and literature course is designed to equip students with linguistic, analytical, and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing, and presenting—both independently and with others.

The course will include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural, and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

The aims 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 analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyze 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.<sup>1</sup>

## OBJECTIVES

### Objective A: Analyzing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analyzing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text, as well as the creator's purpose for producing text. Students should be able to use the text to support their personal responses and ideas. Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text.

<sup>1</sup>Source: [MYP Brief Language and Lit PDF](#)

In order to reach the aims of studying language and literature, students should be able to:

- i. analyze the content, context, language, structure, technique, and style of text(s) and the relationships among texts
- ii. analyze the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations, and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

### Objective B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of studying language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and 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

### Objective C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of studying language and literature, students should be able to:

- 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 awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

### Objective D: Using language

Students have opportunities to develop, organize, and express themselves and communicate thoughts, ideas, and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to and must include, written, oral, and visual text, as appropriate.

In order to reach the aims of studying language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures, and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax, and punctuation
- iv. spell (alphabetic languages), write (character languages), and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

## APPROACHES TO LEARNING

Through this course, students will develop the following Approaches to Learning skills...

Below are some examples of how we develop ATL skills in this course:

Thinking skills	Analyze the stylistic features of a text and think critically about the meaning conveyed by those authorial choices. Think critically about the effectiveness of a particular message. Think creatively when developing and writing a story or creating a written/visual text that conveys a theme and a purpose.
Social skills	Group projects that require effective collaboration to develop a message with a purpose.
Communication skills	Share ideas and opinions during class discussion; clearly communicate a message with a purpose in written or visual form.
Self Management Skills	Ability to focus on the task at hand; and complete the work to the best of the students' ability.
Research skills	Identify the qualities that make a source credible; be able to cite sources of information.

## What Will We Be Studying This Year?

<p><b><u>SEMESTER ONE</u></b></p> <p><b><u>Unit 1: Choices in Life</u></b> Statement of Inquiry: While stories, like arguments, have parts, they can be told in different forms with different styles from different perspectives/voices. Global Context: Identities and Relationships Key Concept: Creativity Related Concepts: form, style, perspective</p>	<p>Focus Text: Various Short Stories</p>
<p><b><u>Unit 2: Connections</u></b> Statement of Inquiry: Through the novel's many themes the author's perspective on complex social issues is identified and analyzed by reflecting on our own socio-cultural identities and relationships. Global Context: Identities &amp; Relationships Key Concept: Perspective Related Concepts: Genre, Setting, Character, Theme</p>	<p>Focus Text: <i>The Giver</i> by Lois Lowry</p> <p>Focus Film: <i>Pleasantville</i></p>
<p><b><u>Unit 3: A Place Where I Belong</u></b> Statement of Inquiry: What is the meaning of 'where' and 'when' and how does this impact one's growth? AND Who is responsible for the quality of our world? Global Context: Personal Culture and Expression Key Concept: Connections Related Concepts: Character, Point of View, Setting</p>	<p>Focus Text: <i>The Absolutely True Diary of a Part-Time Indian</i></p>

<b><u>SEMESTER 2</u></b>	
<u>Unit 4: What's Love Got To Do With It?</u> Statement of Inquiry: When is love worth saving and when is it time to let go? Global Context: Fairness and Development Key Concept: Communication Related Concepts: Genre, Context, Theme, Character	Focus Text: <i>A Midsummer Night's Dream</i>
<u>Unit 5: Just Another Children's Story?</u> Statement of Inquiry: Social, cultural, and historical perspectives influence identity and the construction of texts. Global Context: Orientation of Time and Space Key Concept: Perspective Related Concepts: Perspective, Style, Theme, Context, and Point of View	Focus Text: <i>Haroun and the Sea of Stories</i>
<u>Unit 6: Jack and Jill</u> Statement of Inquiry: What is the nature of purpose and creative expression in non-literary pieces? Global Context: Globalization and Sustainability Key Concept: Connections Related Concepts: Perspective, Audience, Imperatives, Context, Structure	Focus Text: Advertising & Gender

## ASSESSMENT

Assessment in 9TH Language and Literature is ongoing and based on both process collaborative or individual performance. The instructor will provide continuous reporting for all students and reflect on their achievements through formative and summative frameworks. Students reflect on their own learning throughout units of study in a Process Journal and engage with elements of digital media to document their learning journeys.

The instructor employs a range of formative and summative instruments to guide instruction and ensure that students and parents clearly appreciate the successes and challenges encountered in the curriculum. West Sound students, parents, and teachers are firmly committed to the integrity of the assessment process.

## ACADEMIC DEMEANOR (10%)

Student skills including focus, preparation, responsibility, cooperation, collaboration, and time management are strongly correlated with academic success. These are also marked using the student skills rubric each week. Full participation requires conscientious and consistent preparation. Consistently turning quality work in on time and participating actively in classroom activities will lead to earning the full mark.

Focus:

- Listens Attentively
- Participation Enhances Classroom Learning

Responsibility:

- Comes to class prepared & engaged
- Treats others with kindness

Follow-Through:

- Completes work and turns in work on time
- Strives to produce quality work

Collaboration:

- Listens to presenters & classmates, offers ideas, and shares the workload on project-based assessments.

Growth Mindset

- Demonstrates persistence and resilience, open-minded in the face of challenge

FORMATIVE ASSESSMENT (50%)

These are ongoing checks for learning and understanding in student self-reflections. They are marked based on specific content knowledge and understanding, organization of ideas, and language appropriate to the task. Students' work is marked against standards or learning criteria. Self-reflection and class participation are key to success in drama class.

*The formative assessments are considered the stepping stones toward the Summative Assessment.*

SUMMATIVE ASSESSMENT (40%):

Students will complete one of the following at the end of each unit:

A summative unit project presentation, creative notebook, or performance. Students might also partake in individual and group projects and do self-assessments of their learning. Students will be required to

demonstrate their knowledge, understanding, and applications of skills and concepts in a manner that is clear and organized in all the aforementioned forms of summative assessment.

- Summative assessment provides information about the attainment of knowledge
- Results translate to an overall level of achievement.
- The goal is to evaluate student learning at the end of an instructional unit by comparing it to the MYP standards.
- All grading will be based on MYP assessment rubrics and will be given to students as each unit begins.

Throughout this course, students will demonstrate their learning...

<p>This course will focus on developing skills related to the following areas.</p>	<p>Formative assessment is assessment <i>as</i> learning, or assessment <i>for</i> learning.</p>	<p>Summative assessment is an assessment <i>of</i> learning.</p>
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	Formative assessments could include;	Summative assessments could include;
A: Analyzing	Discussion questions for a variety of texts; reader-response; plot diagrams; characterization charts; Assertion/evidence/explanation charts; TPCASTT chart; identifying metaphorical language and its meaning.	Original short story; character analysis paragraph; writing diary entries from the point of view of a character; creating a multimodal text/poetry that conveys a social issue.
B: Organizing	Plot outline; paragraph outline; basic research methodology.	Original short story; opinion/persuasive paragraph; informative paragraph.
C: Producing Text	Journaling; visible thinking activities; word connotation activities; defining abstract language; tone and mood activities; reader response activities.	Creating a multimodal text and poetry; diary entries from the point of view of a character; and creative writing from various perspectives.
D: Using Language	Effective word choice activities; sentence structure activities which include rules for comma usage.	Creative story writing; poetry writing; presentation of multimodal social issue text; expository paragraph; vocabulary quizzes.

## Academic Integrity

Students are expected to produce their own work in an ethical manner, with instructor support. Students will use only the tools and resources permitted for each assignment. Students will turn in original work for each assignment, and will not allow another student to turn in work that they did not complete as their own. The instructor will provide students with clear guidelines on a given assignment. The instructor will explain, demonstrate and model specific expectations on how to incorporate researched information into specific assignments.

## Required Materials for each class:

- laptop or tablet
- charging cord for laptop
- a folder or binder for keeping class materials
- computer storage device for your assignments
- your WSA Binder
- pencils or pens (blue or black)
- internet access at home
- the current Text we are studying - always bring your book to class!

## Texts for the course

All texts, both literary and non-literary, will be provided to the student by the West Sound Academy Library or the instructor. Library materials that are lost or damaged will be charged a fee to a student's account for the purposes of replacement.

Course Expectations, Guidelines, and Procedures are presented in a separate document.

# 9th Language and Literature Syllabus 2024-25 Verification of Receipt

You will return this page ONLY and keep the syllabus in your folder for the course.

Please PRINT

STUDENT NAME \_\_\_\_\_

DUE \_\_\_\_\_

After you have read the course syllabus, please sign below and have your parents complete their portion. Then return on the due date.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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I have read and understand the expectations laid out in the IB Language and Literature syllabus. I have looked over the homework assignments and understand what my son/daughter is responsible for completing.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Parent Name (Please Print) \_\_\_\_\_

Parent Home Phone: \_\_\_\_\_ Parent Cell Phone: \_\_\_\_\_

Parent Work Phone: \_\_\_\_\_ Parent E-Mail: \_\_\_\_\_

Thank you, Ms. Nordleaf