

MYP Syllabus

Course: 6th Grade Language and Literature

MYP Level: Year 1

Teacher:

Teacher Contact:

I. Course Description:

myPerspectives is an English language arts curriculum that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This dynamic Pearson program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. myPerspectives encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

II. IB Aims and Objectives:

The objectives of the teaching and learning of MYP Language and Literature are:

A: Analyzing

B: Organizing

C: Producing Text

D: Using Language

As a part of the Middle Years Program (MYP), of the International Baccalaureate (IB) program, the aim of the teaching of language and literature are to encourage and enable the student to:

- Identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts
- Identify and explain the effects of the creator's choices on an audience
- Justify opinions and ideas, using examples, explanations and terminology
- Interpret similarities and differences in features within and between genres and texts
- Employ organizational structures that serve the context and intention
- Organize opinions and ideas in a coherent and logical manner
- Use referencing and formatting tools to create a presentation style suitable to the context and intentions
- Produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- Make stylistic choices in terms of linguistic literary and visual devices, demonstrating awareness of impact on an audience
- Select relevant details and examples to develop ideas
- Use appropriate and varied vocabulary, sentence structures and forms of expression

- Write and speak in an appropriate register and style
- Use correct grammar, syntax and punctuation
- Spell, write, and pronounce with accuracy
- Use appropriate non-verbal communication techniques

III. Topics:

- **Quarter 1: Childhood: *What are some of the challenges and triumphs of growing up?***
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **Quarter 2: Imagination: *Where can imagination lead?***
- ***Which is more important: knowledge or imagination?***
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **Quarter 3: Exploration: *What drives people to explore?***
Students will complete a short argumentative essay where they state and support their position on the question, Can anyone be an explorer? Students will also present an argument in the form of an advertisement to answer the question, why should we explore new frontiers? The final writing assessment is an argumentative essay that takes a position on whether or not kids today should be encouraged to become explorers. Students will support their position with relevant textual evidence and present their work to the class in the form of a speech.
- **Quarter 4: Animal Allies: *How can people and animals relate to each other? And How can people and animals help one another?***
write text-based explanatory essays and use research skills to create a multimedia presentation during this unit.

IV. Service Learning:

- How children can help others overcome physical challenges by raising money to help those that require prosthetics.
- How can people help one another: Funding clean water for underdeveloped countries through projects such as The Gigi Foundation
- What drives people to explore: Creating innovative solutions for global problems.

V. Internationalism

Over the course of the year internationalism is taught in ELA within the quarterly topics. In the Quarter 1 Students will be reading multiple selections on the topic of childhood from different cultural backgrounds. They will be working to clarify their understanding of the essential questions: *What are some of the challenges and triumphs of growing up and as a society, how can we help ensure that children are protected as they face the challenges of their world?* Students will write a personal narrative, present it in order to revise their writing, and also complete an explanatory paragraph with textual evidence to reflect their work on the overarching essential question. Students will be introduced to basic parts of speech, capitalization, and some figurative language, as well as academic and domain-specific

vocabulary. In quarter 2, Students will be reading multiple selections from authors around the world on the topic of imagination. They will be working to clarify their understanding of the essential question: *Where does imagination lead?* Students will write two or more narratives about literary characters encountered in the unit. One narrative will be written in a group and performed in front of the class; while the final writing assessment is independent work that culminates in an oral presentation. Optionally, students can complete a research report that compares and contrasts written and video versions of *Alice in Wonderland*. This can be completed as just a research outline, or completed as a short essay. Students will practice sentence parts and types, sentence structures, conjunctions and interjections, and pronoun-antecedent agreement. The novel study for this unit is *Anything by Typical* by Nora Raleigh Baskin and *Freaky the Mighty* by Rodman Philbrick for GATE. In Quarter 3, Students will be reading multiple selections on the topic of exploration. The selections present how throughout time exploration has solved global dilemmas. They will be working to clarify their understanding of the essential question: *What drives people to explore?* Students will complete a short argumentative essay where they state and support their position on the question, *Can anyone be an explorer?* Students will also present an argument in the form of an advertisement to answer the question, *why should we explore new frontiers?* The final writing assessment is an argumentative essay that takes a position on whether or not kids today should be encouraged to become explorers. Students will support their position with relevant textual evidence and present their work to the class in the form of a speech. Students will analyze author's word choice to establish mood and tone, craft and structure, theme, central idea, and making inferences. Language work in the unit will introduce prepositions and prepositional phrases, participle and gerund phrases, and subject complements. The novel study in this unit is *The Lightning Thief* by Rick Riordan. In Quarter 4, Students will be reading multiple selections on the topic of animal allies. These selections cover a variety of cultural backgrounds demonstrating the international theme of how people and animals help one another. They will be working to clarify their understanding of the essential question: *How can people and animals relate to each other?* And *How can people and animals help one another?* Students will write text-based explanatory essays and use research skills to create a multimedia presentation during this unit. Additionally, student will practice comparing and contrasting texts. Students will practice using commas, parentheses, and dashes, as well as spelling and capitalization. They will be introduced to verbs and their tenses, as well as perfect tenses of verbs.

VI. Teaching Methods

The teaching techniques that will be used in this course include direct instruction, guided practice, cooperative learning, project based activities, visual aides, student led instruction, and scaffolding.

VII. Assessment

Students will be assessed utilizing multiple methods in this course including checklists, rubrics, multiple choice assessments, in class assignments, projects, Socratic Seminars, and writing pieces.

VIII. Resources

"Language and Literature Guide." Edited by IBO, *International Baccalaureate*, International Baccalaureate, 2014, IBO.org.
myPerspectives English Language Arts. Pearson. <https://bit.ly/2LmUkwL> Accessed July 26, 2018.