**Language A – English Language & Literature: G10 Course Overview**

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*Welcome to Grade 10 English Language and Literature! I am excited to work with your class, and I hope that you will find this course engaging, interesting, and challenging. Over the course of the year, we will focus on the following areas:* ***critical thinking, reading, writing, viewing, and public speaking/presentation skills through the study and analysis of various texts.***

**Course Descriptor**

English Language and Literature focuses on developing students’ critical thinking and communication skills through the study, analysis, deconstruction, and construction of various texts. We will study a variety of text types (from print advertising to Shakespeare) to consider how language and images are used to convey meaning. We will also consider how texts are affected by the contexts in which they are created, as well as how they affect audiences within various contexts.

Alongside the prescribed texts, there is also a free choice reading program, requiring you to read independently.

**Course Unit Breakdown**

*Please note that while much of the curriculum is firmly set, the following list is subject to change as we progress through the year and I have opportunity to better assess student needs and interests.*

***Writing & Style, Grammar,******Public Speaking*** *and* ***MLA citation*** *will be covered throughout the year.*

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|  | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** |
| ***Unit Title*** | **Poetry & Propaganda** | **Short Stories** | **Drama: Shakespeare** | **Novel Study** |
| ***Overall Focus:*** | *Students will understand that through its use of language and ability to depict universal concerns, literature is a powerful tool that can:*  - connect people across time periods and cultures  - persuade and manipulate masses  - creatively convey ideas, beliefs, and values  - serve as a voice for marginalized groups  - promote open-mindedness, empathy, and compassion  *Students will hone writing & analytical skills, and will learn to produce a variety of text types.* | | | |
| ***Literary Focus:*** | Style, Tone, Literary Devices, Visual Communication (Image analysis), Advertising & propaganda techniques. | Style and Theme (Plot, Setting, Theme, Conflict, Point of View, Characterization, Style, and various Literary devices) | Drama as a literary Genre (inquiry into the structural, thematic, linguistic, and aesthetic qualities of a play) | Style, Theme, Literary Devices, Introduction to Literary Contexts (social, historical, political, etc.) and literary criticism |
| ***Texts*** | World War 1 poetry & various propaganda posters and articles | Various Short Stories (mix of places & time periods to be represented) | *The Merchant of Venice* by William Shakespeare  Related Fiction & Non-fiction texts (articles) | *The Catcher in the Rye* by J.D. Salinger  Related Fiction & Non-fiction texts |

**Course Objectives:**

**The aims of MYP language and literature are to encourage and enable students to:**

* use language as a vehicle for thought, creativity, reflection, self-expression & analysis
* 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 various texts
* engage with text from different historical periods and a variety of cultures
* explore and analyze aspects of personal, host and other cultures through 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.

**Assessment Criteria in Language & Literature:**

*Assessments are criterion-related, based on four equally-weighted assessment criteria:*

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|  | **Criterion** | **At the end of MYP 5 (Grade 10), students should be able to:** |
| **A** | Analyzing | 1. analyse content, context, language, structure, technique & style of text(s) + relationship among texts 2. analyse the effects of the creator’s choices on an audience 3. justify opinions and ideas, using examples, explanations and terminology 4. evaluate similarities and differences by connecting features across and within genres and texts. |
| **B** | Organizing | 1. employ organizational structures that serve the context and intention 2. organize opinions and ideas in a sustained, coherent and logical manner 3. use referencing & formatting tools to create a presentation style suitable to the context and intention. |
| **C** | Producing Text | 1. 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 2. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience 3. select relevant details and examples to develop ideas. |
| **D** | Using Language | 1. use appropriate and varied vocabulary, sentence structures and forms of expression 2. write and speak in a register and style that serve the context and intention 3. use correct grammar, syntax and punctuation 4. spell (alphabetic languages), write (character languages) and pronounce with accuracy 5. use appropriate non-verbal communication techniques. |

**General Course Expectations**

**Effort and Participation:** The more you put in, the more you will get out of the course. It is expected that by Grade 10, you are engaged in lessons so that you can contribute to class work and discussions in meaningful ways. You should, of course, be prepared for class with all materials.

**Assignments and Homework:** Assignment explanations and due dates will be presented in class**.** It is the students’ responsibility to note all due dates and manage time. Please see me if you require extra time to complete any assessment task or need clarification; extensions MAY be granted depending on circumstances, otherwise late work receives a 0.

**Academic Honesty:** Academic honesty is critical. Any idea that is not your own needs to be sourced and cited using MLA formatting. Disciplinary sanctions will be administered for plagiarism and cheating on any school assignment, as per ISB policy. Please review the MLA guidelines on the website and the academic honesty policy outlined in the ISB Assessment Guidebook.