

## Language Arts - Year 3

### **Course Description**

Using the NC Standard Course of Study and the MYP objectives as our guidelines, Language Arts in the eighth grade will focus on the following goals:

- Express individual perspectives through analysis and personal response
- Refine understanding and use of argument
- Critically analyze print and non-print communication
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling
- Interpret and evaluate a wide range of literature

Using the study of literature, students will develop skills in reading, writing, speaking, listening, research, and reflection. It is expected that through exposure to a wide variety of genres, teaching methods, activities, and research, students will develop a sense of belonging in the world around them. At the conclusion of this course, it is expected that students will complete a personal project that will apply all the knowledge, attitudes, and skills obtained from the MYP program. Students will be given the opportunity to create an original project that will address an authentic problem which has personal relevance.

### **Aims**

The aims of the teaching and study of language A are to encourage and enable the student to:

- use the language as a vehicle for thought, creativity, reflection, learning, and self-expression
- use language as a tool for personal growth, social interaction, and for developing relationships within the international community
- comprehend more clearly aspects of their own culture and those of other cultures
- explore the many facets of the language through the use of media and information technology
- develop the skills involved in speaking, listening, reading, writing, and viewing in a variety of contexts
- respond appropriately to a variety of texts
- read widely to promote a lifelong interest in language and literature
- develop critical and creative approaches to studying and analyzing literature
- develop language skills through interdisciplinary work
- consider the role of literature both culturally and historically
- reflect on the learning process in various ways and at various stages
- empathize with real people and fictional characters

### **Objectives**

By the end of the course, students will be able to:

- Understand and comment on the language, content, structure, and meaning of studied, and unseen pieces of writing
- Demonstrate a critical awareness of a range of written texts
- Use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain, and express feelings
- Compare texts and connect themes to show similarities or differences across genres
- Express an informed personal response to literature and demonstrate the ability to approach works independently
- Understand connotations within a language in order to interpret the author's or speaker's intentions

- Express ideas with clarity and coherence in both oral and written communication
- Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- Use and understand an appropriate and varied range of vocabulary and idioms
- Use correct grammar with appropriate and varied sentence structure

### **Areas of Interaction**

- Human Ingenuity (HI) - Students are provided the opportunity to examine and appreciate man's capacity to invent, create, transform, and improve the quality of life. Ways in which humans can initiate change, either good or bad, as well as the consequences these changes incur, are emphasized. Researching and reflecting upon the developments made by people across time is an important aspect of the Human Ingenuity area of interaction.
- Approaches to Learning (ATL) – Students have the opportunity to become active learners working to perfect classroom skills involving test taking, organization, time-management, research, and communication.
- Health and Social Education (HSE) – Students will utilize language skills to read and evaluate local and global health and social education issues.
- Environments (E) – Conservation and inter-dependence of humans and their world are the focus of this area of interaction. Students are encouraged to develop, nurture, and maintain their responsibility to preserving a sustainable world for future generations.
- Community and Service (CS) – Students will have the opportunity to apply their language skills as a meaningful tool (within their school and local communities) to strengthen their sense of belonging to the wider world.

### **Student Resources**

Students will have access to the following texts:

- Writing Skills Part 3, by EPS
- Capitalization + Punctuation Rules and Writing, by EPS
- The Language Connection Book 3, by EPS
- EMC Masterpiece Series, Responding to Literature, Oak Level, 8th Grade
- Wordly Wise 3000, by EPS

A wide collection of periodicals, newspapers, and other medium present in our school library will also be used to supplement our studies. In addition to our school library, students will utilize the local Patrick Beaver Library to assist them in their research.

### **Methodology**

The fundamental concept of our language A program seeks to assist students in making sense of their world through the use of literature in a variety of forms. Guiding questions steer our literature discussions and activities. Students are encouraged to ask questions throughout the entire educational process. Interdisciplinary projects assess understanding of key objectives and concepts. Reflection activities document student growth throughout the process.

## Topics

- Utilizing reading comprehension skills to analyze, interpret, and reflect upon various forms of literature as a means to make sense of one's world
- Understanding, practicing, and applying effective written communication skills through the study of grammar
- Developing a powerful vocabulary as a tool to effectively express one's thoughts
- Practicing and developing listening and speaking skills as a means to effectively relay personal expressions
- Developing and refining research skills as a means to answer questions about one's world
- Participate, develop, and grow in the ability to reflect on one's learning, growth, and perceptions.

## Assessment

Students will be assessed utilizing the IB criteria on all oral, visual, and written work. Students will also receive standardized scores on tests, quizzes, and homework assignments. Projects will be assessed using both the IB criterion rubrics and standardized grading rubrics.

Criterion	Maximum	Assessment Methods
A - Knowledge and Understanding	10	Tests, quizzes, written and oral assignments
B - Understanding and Application of Concepts	10	Oral presentations, extended writing, and research projects
C - Application of Skills	10	Debates, case studies, data/map analysis, and evaluating historical sources
D - Presentation and Organization of Information	6	Subject specific projects and exhibitions

<p>Year 1 - Sixth Grade</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Explore the argumentative process (Introducing)</li> <li>-Apply characteristics of argumentative works to teacher-led discussions (Introducing)</li> <li>-Constructs oral presentations that respond to specific purposes (Introducing)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>-Understands importance of active listening within a group learning situation as a means of respecting others' point of view and/or opinion (Introducing)</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>-Introduced to using a variety of print and non/print sources to generate researchable questions by teacher-driven inquiry (Introducing)</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>-Identifies changes in personal learning, growth, and/or changes in perspective (Introducing)</li> </ul>	<p>Year 2 - Seventh Grade</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Use the argumentative process in response to a prompt (Developing)</li> <li>-Independently analyze argumentative works considering author's purpose, stance, bias (Developing)</li> <li>-Applies oral presentation skills to produce a quality product that makes connections between self and related topics (Developing)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>-Applies active listening techniques as a means to broaden knowledge (Developing)</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>-Applies knowledge of research skills to research independent research topic (Developing)</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>-Identifies ways to improve and change personal growth (Developing)</li> </ul>	<p>Year 3 - Eighth Grade</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>-Express original ideas utilizing the argumentative process (Mastery)</li> <li>-Relate analysis of argumentative works to self, peers, community, and world (Mastery)</li> <li>-Independently creates a quality oral presentation that connects topic to a broader understanding of self and world (Mastery)</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>-Utilizes active listening techniques to contribute relevant comments of personal experiences to connect with content (Mastery)</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>-Independently applies research skills to a totally student-driven research project (Mastery)</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>-Evaluates how personal perspectives are influenced by society and/or cultural differences (Mastery)</li> </ul>
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Year 1 – Sixth Grade	Year 2 – Seventh Grade	Year 3 – Eighth Grade
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Recognizes literary devices (Introducing)</li> <li>-Maintains a reading log of works read (Introducing)</li> <li>-Recognizes the steps in a book/media talk (Introducing)</li> <li>-Builds fluency, comprehension, and insight through a variety of self-selected and teacher-selected materials (essays, short stories, magazine articles, autobiographies, poetry, and works of fiction) (Introducing)</li> <li>-Understands the role of participants within the literature discussion group process and attempts to analyze literary devices of figurative language, dialogue, flashback, sarcasm, plot, theme, point of view, characterization, mood, and style (Introduction)</li> <li>-Analyzes themes and central ideas of literature (Introducing)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Understands literary value and meaning of literary devices (Developing)</li> <li>-Maintains a reading log that documents personal reflections and growth (Developing)</li> <li>-Participates in a book/media talk (Developing)</li> <li>-Increases fluency, comprehension, and insight through a variety of self-selected and teacher-selected materials that incorporate more complex topics, themes, and length (Developing)</li> <li>-Takes an active role in literature discussions by volunteering personal insights into literature devices (Developing)</li> <li>-Understands themes and central ideas of literature and applies to personal experiences (Developing)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Applies understanding of literary devices to deepen understanding of text (Mastery)</li> <li>-Maintains a reading log that documents connections between works read (Mastery)</li> <li>-Actively conducts and manages a book/media talk (Mastery)</li> <li>-Applies comprehension skills to create insight from a variety of literature sources (Mastery)</li> <li>-Conducts meaningful literature discussion groups that outline literary devices, make connections of literature to self, others, and their world (Mastery)</li> <li>-Evaluates themes and central ideas of literature in the context of self, community, and world (Mastery)</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Models the steps to create a narrative account that uses dialogue, suspense, and movement (Introducing)</li> <li>-Creates a process essay that organizes information into clearly defined steps (Introducing)</li> <li>-Models poetic patterns to create various forms of original poetry (Introducing)</li> <li>-Understands parts of an organized, five-paragraph essay (Introducing)</li> <li>-Creates a group research paper which highlights the steps and organization of the research process (Introducing)</li> <li>-Models an understanding of the conventions of written expression through the use of grammatically correct writing (Introducing)</li> <li>-Introduced to vocabulary skills through the active study of vocabulary words (Introduced)</li> <li>-Recognizes standard proofreading symbols (Introducing)</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Creates a narrative account that demonstrates a personal point of view (Developing)</li> <li>-Creates a persuasive essay that states an opinion and provides clearly defined supporting details in an organized, five paragraph essay structure (Developing)</li> <li>-Creates an organized, five-paragraph essay in response to a prompt with teacher and peer assistance (Developing)</li> <li>-Models poetic patterns to create various forms of original poetry (Developing)</li> <li>Creates a teacher-assisted research paper (Developing)</li> <li>-Applies standard conventions of written expression (Developing)</li> <li>-Extends vocabulary skills through the active study of vocabulary words and the attempt to incorporate them into original writing (Developing)</li> <li>-Applies standard proofreading symbols to personal work (Developing)</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Applies several strategies to create a narrative account that relates self to society (Mastery)</li> <li>-Independently creates an organized, five-paragraph essay in response to a prompt (Mastery)</li> <li>-Applies persuasive writing skills to state an opinion and provide clearly defined supporting details in an organized, five paragraph essay structure (Mastery)</li> <li>-Creates original poetry (Mastery)</li> <li>-Independently applies research skills to complete independent research paper (Mastery)</li> <li>-Extends the standard conventions of written expression by utilizing more complex sentence structure (Mastery)</li> <li>-Applies extended vocabulary skills by confidently using them within original writing (Mastery)</li> <li>-Applies standard proofreading symbols to personal and peer work (Mastery)</li> </ul>

<b>Areas Of Interaction</b>		
<b>Guiding Question</b>	<b>Area of Interaction (AOI)</b>	<b>Curriculum Skills</b>
How do systems organize our lives?	Health and Social Education  Community and Service  Human Ingenuity  Approaches to Learning	Read Forged by Fire (novel) Organization of literature (theme, audience, plot, climax)  Debate the social issue of foster care  Study and apply knowledge of parts of speech in organized paragraphs and/or an essay  Self-evaluation of writing Literature reflections
How are form and function related?	Human Ingenuity	Create various forms of communication utilizing correct form (email, letters, plays, essays)  Analyze various forms of literature (autobiography, biography, magazine article, news article, essay, editorial)
How and why do changes occur?	Health and Social Education  Approaches to Learning	Conducting research project in response to a community concern  Time management, note-taking skills, organization
What are the consequences of change?	Environment  Approaches to Learning	Creating a project that incorporates understanding of bias, propaganda, and "slant" to explain a social issue  What is my personal responsibility? What can / should I do to help this problem?

Everything looks pretty good but I would add a statement here under the AofI table that explains how you will address the areas of interaction throughout the curriculum. This can be copied and pasted onto all three documents. Thanks.

Application of Areas of Interaction Throughout the Year	These skills will be incorporated into one or more of the guiding questions
Approached to Learning	<ul style="list-style-type: none"> <li>• study habits</li> <li>• time management</li> <li>• goal setting</li> <li>• research / note-taking</li> <li>• critical analysis of various forms of literature</li> <li>• critical writing (point of view, persuasive, narrative, creative)</li> <li>• vocabulary development (Latin, foreign language influence on English)</li> <li>• evaluating work (self and peer)</li> </ul>
Community and Service	<ul style="list-style-type: none"> <li>• reading a broad spectrum of literature to develop an awareness of cultures and their</li> </ul>

	<p>impact on one's self and the world</p> <ul style="list-style-type: none"> <li>• studying / discussing current events (jumping off point for service projects)</li> <li>• discussion of social issues (points of view) (perspective)</li> <li>• communicating with penpals (Vietnam) (Costa Rica)</li> </ul>
Human Ingenuity	<ul style="list-style-type: none"> <li>• study of moral and social issues to drive classroom discussions</li> <li>• completing field studies as a means to bring the outside world closer to the students</li> <li>• current events discussions</li> <li>• themed literature discussions to spur connections of literature to self and world</li> <li>• Involvement in political campaigns (to show initiative leads to action)</li> <li>• Assisting with Spring Production as a way of having student involvement in the marketing of our school</li> </ul>
Environment	<ul style="list-style-type: none"> <li>• current events (local and global) as well as the impact of such on one's self and world</li> <li>• outdoor learning programs (mountain trip, beach learning trip)</li> <li>• literature study of environment issues and how they apply to one's self and the world</li> <li>• Earth Day celebration / guest speaker / public awareness campaign</li> <li>• HDS nature trail and outdoor classroom</li> <li>• letter writing campaign to address environmental issues</li> <li>• Persuasive writing</li> <li>• study of propaganda / "slant" on environment issues based on cultural differences and geographical locations</li> </ul>
Health and Social Education	<ul style="list-style-type: none"> <li>• communicating your own ideas derived from independent research</li> <li>• forms of expressing one's self: oral, written, dramatic presentation,</li> <li>• indepth discussion of health issues and application of skills in Health Initiative Week</li> <li>• discussion of social issues (underage drinking, obesity, bullying, peer pressure)</li> <li>• time-management</li> <li>• literature discussions on health-related topics</li> <li>• field studies to address specific health-related topics</li> <li>• incorporation of guest speakers to highlight up-to-date professional input</li> <li>• organizing schoolwide activities to address health issues pertinent to our school population</li> <li>• utilizing communication skills to distribute learned information (puppet shows, create original books)</li> </ul>