



COURSE STANDARDS AND PROCEDURES 2023-2024

COURSE:

English Language Arts 536-5E6

CLASS RESOURCES: Various texts (novels, short stories, poems, articles, plays, audio and visual texts). In Secondary 5 we use a selection of classic and contemporary texts. Some examples of texts which may be used are: 'Animal Farm', '1984', 'The Great Gatsby', 'The perks of Being a Wallflower', 'The Glass Castle', 'Hamlet', 'Macbeth', 'The Lottery', 'Story of an hour', etc.

COURSE DESCRIPTION: In secondary 5, the focus will be on deepening close-reading and analytic skills, in preparation for the MEES exam at the end of the year. Particular attention will be paid to the student's ability to support claims with textual evidence, and to adhere to MLA-style format. In addition, students will be challenged to consolidate their learning of literary elements and author's techniques in their creative writing pieces. Exposure to and practice of various forms of articles (Feature; Analysis; Commentary; Opinion) in preparation for the MEES exam at the end of the year will also be a focal-point of the secondary 5 program. The application of presentation techniques during formal and informal oral presentations, discussions, and group work, will be assessed throughout the year.

MYP AIMS ADDRESSED BY THE COURSE:

MYP Course Aims	MEES Course Objectives
<p>The aims of MYP language and literature are to encourage and enable students to:</p> <ul style="list-style-type: none">• use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction• 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• apply linguistic and literary concepts and skills in a variety of authentic contexts. <p>Click here to enter text.</p>	<p>C1: uses language to communicate and learn.</p>
<ul style="list-style-type: none">• 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,	<p>C2: reads and listens to written, spoken, and media texts.</p>

host and other cultures through literary and non-literary texts •develop a lifelong interest in reading	
<ul style="list-style-type: none"> • develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts • explore language through a variety of media and modes • apply linguistic and literary concepts and skills in a variety of authentic contexts. 	C3: produces texts for personal and social reasons.

FUNDAMENTAL IB CONCEPTS:

The fundamental concept in ELA is communication. Communication is the exchange or transfer of signals, facts, ideas, and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).

KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING:

The ATL focused on in ELA is communication. Through using analyzing, producing text, organizing, and using language, students will receive various opportunities to practice this ATL. They will read critically and for comprehension, making inferences and drawing conclusions. Students will use their communication skills in a variety of informal and formal learning situations.

IB MYP LEARNER PROFILE:

The ATL focused on in ELA is communication. Through using analyzing, producing text, organizing, and using language, students will receive various opportunities to practice this ATL. Students will use their communication skills in a variety of informal and formal learning situations

FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:

Term 1)		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
C1: uses language to communicate and learn. C2: reads and listens to written, spoken, and media texts.	<ul style="list-style-type: none"> - In-class reading and responding (focus on deeper analysis of text; author’s meaning and purpose; making meaningful connections to text; focus on textual support for claims) - Focus on oral presentation techniques (eye-contact; projection; intonation and use of expression) in both formal and informal presentations -Class & Group Discussions (focus on critical-thinking skills ; respectful debate and exchange of ideas) 	To finish by November 3rd.

<i>Communication to students and parents</i>	<i>Materials required</i>	
Mozaik; Google Classroom; Report cards; Progress Reports; Parent – Teacher Meetings; course outlines	Materials are subject to change, based on the requirements of each teacher	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<i>Criterion A: Analyzing</i> <i>Criterion B: Organizing</i> <i>Criterion C: Producing text</i> <i>Criterion D: Using language</i>	On-going use of IB rubrics and/or task-specific rubrics Mozaik Google Classroom	

Term 2		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
C2: reads and listens to written, spoken, and media texts. C3: produces texts for personal and social reasons.	- Evaluation of in-class group work and discussions - Response-writing, article-analysis + production; tests to demonstrate ability to analyze various texts and draw deeper meaning, showing understanding of author's meaning, conventions, and techniques (Final preparation and review for MEES exam) - A variety of written assignments (emphasis on article-writing) -Mid-year in-house exam (C3)	To finish by Jan.26.
<i>Communication to students and parents</i>	<i>Materials required</i>	
Mozaik; Google Classroom; Report cards; Progress Reports; Parent – Teacher Meetings; course outlines	Materials are subject to change, based on the requirements of each teacher	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<i>Criterion A: Analyzing</i> <i>Criterion B: Organizing</i>	On-going use of IB rubrics and/or task-specific rubrics	

Criterion C: Producing text Criterion D: Using language	Mozaik Google Classroom
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Term 3		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
<p>C1: uses language to communicate and learn. C2: reads and listens to written, spoken, and media texts.</p> <p>C3: produces texts for personal and social reasons.</p>	<p>-- Formal Oral presentation in front of one's peers to show consolidation of presentation techniques throughout the year</p> <p>--Production and analysis of various articles (In preparation for MEES exam)</p> <ul style="list-style-type: none"> - Evaluation of in-class group work and discussions - Response-writing, article-analysis, and tests to demonstrate ability to analyze various texts and draw deeper meaning, showing understanding of author's meaning, conventions, and techniques (Final preparation and review for MEES exam) - A variety of written assignments (transactional and creative) - MEES Exam (C2 and C3) 	<p>To finish by end of year.</p>
<i>Communication to students and parents</i>	<i>Materials required</i>	
<p>Mozaik; Google Classroom; Report cards; Progress Reports; Parent – Teacher Meetings; course outlines</p>	<p>Materials are subject to change, based on the requirements of each teacher.</p>	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<p>Criterion A: Analyzing Criterion B: Organizing Criterion C: Producing text Criterion D: Using language here to enter text.</p>	<p>On-going use of IB rubrics and/or task-specific rubrics Mozaik Google Classroom Click here to enter text.</p>	

Additional Information/Specifications
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- This course does not have a final exam. The final course grade comes entirely from the school course grade.
- This course has a final exam administered by the English Montreal School Board. The final course grade is determined by taking 70% of the school course grade and 30% of the school board exam.
- This course has a final exam administered by the *Ministère de l'Éducation et de l'Enseignement Supérieur* (MEES). The final course grade is determined by taking 50% of the school course grade and 50% of the MEES exam. Please note that the final course grade is subject to MEES moderation.