



ENGLISH 10-1 MYP
École Archbishop MacDonald High School
Q1: Ms. Erdesi
2020-2021



natalie.erdesei@ecsd.net

I. Purpose

- a. to encourage, in students, an understanding and appreciation of the significance and artistry of literature.
- b. to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

English 10-1 MYP entails an enriched Alberta Education Curriculum with a focus on preparing the student for success in both the IB Diploma and Alberta Learning programs in Grade 11 or 12. All grade 10 students will be exposed to IB/MYP assessment rubrics that are designed for promoting critical thinking, metacognition, and reflection.

II. Organization – General Outcomes

Students will listen, speak, read, write, view and represent to:

- a. explore thoughts, ideas, feelings and experiences
- b. comprehend literature and other texts in oral, print, visual and multimedia forms and respond personally, critically and creatively
- c. manage ideas and information
- d. create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication
- e. respect, support and collaborate with others

III. Objectives of a Differentiated Curriculum

- a. present content that is related to broad based issues or themes
- b. integrate multiple disciplines into the study of language and literature.
- c. present comprehensive, related and mutually reinforcing experiences
- d. develop independent or self-directed study skills
- e. develop productive, complex, abstract and/or higher-level thinking skills
- f. focus on open-ended activities
- g. develop research skills and methods
- h. integrate basic skills and higher-level thinking skills into the curriculum
- i. encourage the development of thought processes that challenge existing ideas and

- produce new ideas
- j. encourage the development of greater self-understanding; greater recognition and use of one's abilities; more self-direction; appreciation of likenesses and differences between oneself and others
- k. maintain flexible evaluation procedures which will enhance student growth and
- l. creativity and highlight the students' best work

IV. Course Description/Genres

1. Fictional Prose – Short Story and Novel

- a. symbol and imagery
- b. setting and point of view
- c. structure
- d. characterization
- e. theme

2. Essay as a literary form

- a. type
- b. subject
- c. theme
- d. mood and tone
- e. methods of development
- f. style

3. Drama- Modern and Shakespearean

- a. tragic hero
- b. elements of dramatic form

4. Poetry

- a. mechanics
- b. literary analysis
- c. artistic unity

5. Visual and Media Literacy

- a. literary, dramatic, cinematic, aesthetic aspects of film and various types of visuals (comics, paintings, graphics, etc.)

6. Creation of Texts (focus on poetry)

V. Student Guidelines for Quarterly & Remote Learning

1. Expectations of Students

a. Attendance

- . must be regular – office communication is required for all absences – students are responsible for any work missed while away
- . Students who have potential illness or answer yes to the COVID 19 Safety Screening questionnaire are required to stay home - students are responsible for any work missed while away

b. Pacing

- . Students will notice a significant increase in workload. The term is condensed into 8 weeks with longer classes and daily homework (1-2 hours per night). Students will be expected to be diligent to stay on schedule and accommodations will be limited by the strict timeframe. Students should expect one major summative assessment per week.

c. Assessments

- . Students are responsible to ensure they are present for all assessments. An assessment schedule will be provided by the teacher and strict adherence is necessary in order to maintain pace in the course.

d. Creative Work

- . Students are encouraged to enhance their skills and submit work to the school newspaper and to prepare manuscripts for literary competitions

e. Behavior

- . As Catholic educators, teachers will respect the dignity and inestimable value of each individual; students are to show the same respect to others in the class.
- . Students should self-advocate if they are experiencing struggles so appropriate support can be given.

f. Homework and Assignments

- . work is to be conscientiously and carefully revised
- . formative assessment may not always be included in the gradebook, but students are expected to ensure ALL formative work is completed.
- . expect 1-2 hours of homework, reading, writing, and/or review per night
- . practice ACADEMIC HONESTY
- .

2. École Archbishop MacDonald High School Academic Honesty and Academic Integrity Code of Conduct
 - a) Academic Honesty is a reflective practice; whereby students connect their understanding of academically honest practices into the demonstration of those practices in their work.
 - b) Students must read, understand and act in accordance with the Academic Honesty Policy of Archbishop MacDonald High School, which will be posted on the website and embedded in the course outlines. It is the student's responsibility to ensure that all work submitted is authentic in all respects. Work submitted is inclusive of written, oral, creative or other forms of assessment for a course.
 - c) A student must be aware of and purposefully ensure that they are demonstrating appropriate academic behaviours as it relates to:
 - d) *Plagiarism*- This is defined as the representation of the ideas or work of another person as the [student's] own (not cited properly, directly copied, etc.)
 - e) *Collusion*- This is defined as supporting malpractice by allowing another student to submit work completed by you; or submitting another [student's] work as your own.
 - f) *Misconduct*-This is defined as the use of unauthorized communication of any form during an assessment.
 - g) *Duplication of Work*-This is defined as the presentation of the same work for different assessment components.
 - h) *Inappropriate Communication of Information*- This is defined as the communication of assessment information to [students] who have yet to complete a similar assessment; or requesting others [students] to divulge information about an upcoming assessment that may provide the [student] with an unfair advantage.
 - i) Consequences:
 - i) Students are expected to value the attitudes and skills of being a principled communicator in all learning and assessment. Consequences for those who compromise the academic honesty and integrity policy to gain an advantage are listed below. The administration [Grade Coordinator] in conjunction with the teacher, from whose class the offence occurred, has the authority to impose one or more of the following consequences.
 - ii) * A comment referring to the student's lack of academic honesty will be reported on the student's records.
 - iii) * A zero will be awarded for that particular assignment/exam. All extracurricular involvement may be suspended until the protocol reaches its logical conclusion.
 - iv) * Students reported and recorded with an incident of academic misconduct will be monitored during the school year.
 - v) * In addition to the above sanctions, the administration [grade coordinator], has the authority to impose one or more of the following:
 - (1) Suspension
 - (2) Expulsion

3. English Department Policy on Missed Assessments

- a) If a student misses an assessment, he/she will write it on Thursday afternoon in exam hall (12:30-3:00) and will be given an alternate exam/topic.
- b) These conditions are subject to teacher discretion.

Please note, students will not be allowed to write an assessment at lunch or during a spare.

4. Program Choices Common Questions:

What's the difference between regular academic and IB?

- BOTH courses prepare students for University and post-secondary education.
- BOTH courses focus on the **intricacies** of language and text - with a precise focus on literary and rhetorical techniques in the craft of language.
- IB courses challenge students with **more sophisticated texts**, exposing students to a wider breadth and depth of the subject area. This allows for a more insightful exploration of ideas.
- In IB, students complete individual oral commentaries and comparative essays in conjunction with the Alberta outcomes.
- Students finish high school with BOTH an Alberta High School, as well as an IB Diploma.

How do assessments differ between each program?

These curriculums work well together; the skills complement each other to stretch student's thinking.

Each program assesses material independently; however, the skills and knowledge practiced in IB help students to be more successful overall.

Some IB assessments are externally moderated, which ensures the standards of the IB curriculum are consistent.

IN FACT, the reason marks in IB tend to be higher is because students:

- ✓ Begin with greater sophistication in analysis of texts
- ✓ Practice multiple styles of writing and approaches to communicating ideas
- ✓ Learn to work collaboratively to enhance independent thinking

Regular Academic Stream:

Recommended that you have 65% or higher average in 10-1 in order to succeed beyond merely passing the program. The program is rigorous and focuses on academic understanding, but works at a pace for those who may need extra assistance to achieve an Acceptable Standard. Teachers will still push towards levels of Proficiency and Excellence.

IB Stream:

Teacher recommendation and higher than 80% required in both course and final exam.

This programme is the equivalent of taking your first year university English course in two years!!! (If you receive a 6 or 7, University of Alberta will give you credits for first year English.)_This programme at IB designated Higher Level focuses on understanding the artistry of Literature on a global scale. It is a programme for students who **love** analyzing how literature works through independent study.

Students in this programme receive both a mark for Alberta Learning (teacher grade and Diploma Exam) and IB Diploma (graded outside the school); the higher of the two is used for entrance into University. The potential for receiving University credit is the reason why one has to study its four parts (Works in Translation, Detailed Study, Genre Study, and School Options) within 13 high school credit time slots.

3. Contact For Help

Students who would like extra help with class work can arrange a suitable time with their teacher during Academic Study Hall or on Teams.

4. Student Effort

If students are unable to maintain a high quality of work due to poor attendance or lack of effort, they will be counseled on appropriate program changes. To advance to the next level in IB, 80% average & teacher recommendation is required. To ensure success in the matriculation program, a minimum of 65% is recommended.

VI. Student Assessment

1. Distribution of Marks / Grade Book

a. Your summative grade will be calculated ***cumulatively*** throughout the term.

Assignments & Projects	15%	Includes visual and oral presentations
In-Class Writing	30%	a minimum of 2 Personal Responses to Texts—one full commentary (PRT) and 2 Critical Analytical Responses to Literary Texts (CARLT)
In-Class Reading Comprehension	30%	Reading and analysis of unseen texts in a variety of genres
Final Writing	10%	Personal Response to Text, common assessment
Final Reading Comprehension	15%	Reading and analysis of unseen texts in a variety of genres, common assessment

Formative Assessment *is not used* to calculate the final grade and includes: 2 MYP grades, fill-in-the blank assignments, reading or vocabulary quizzes on rote memory, homework checks, etc.

- b. Writing Portfolios are used to encourage reflective practice to develop skills. A minimum of two personal responses and two critical/analytical essays are required to remain in the student's portfolio (received at the beginning of the semester) with evidence of student-lead goal setting.
- c. *A wide range of assessment information is used in the development of a student's final grade. At Archbishop MacDonald High School, individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade, and that scale factors may have been used to determine the weight of individual assignments.*

2. Evaluation in Differentiated Courses – MYP

**Applicable to students finishing their fifth year of MYP only, but each student will be introduced to the objectives and rubrics of the MYP specifically with two assignments throughout the course.*

Two grades aligning with criterion A, B, C, and D will appear at the end of the semester under Formative Assessment with IB MYP equivalent in comments. It is important not to read this score as a percentage.

- a. Due to the length and difficulty of course material along with the amount of student research and revision necessary, a rigidly pre-determined number of assignments could create hardships for the students.
- b. A balanced evaluation includes adjusting and varying assignments consistent with the taxonomy
- c. To encourage creative risks in assignments, teachers are prepared to maintain a balance through flexible distribution of marks and evaluation procedures
- d. The goal of evaluation in MYP encourages student growth and to honestly reflect externally set standards set by the IB programme and Alberta Learning (courses are similar)
- e. All summative assessment is to be based on the Alberta Program of Studies
- f. In cases where the Alberta Education Program of Studies and the MYP Program covers the same or similar material in a significantly different manner, summative assessments will be adjusted to reflect Alberta Program standards
- g. Despite the obvious importance of academic achievement, English teachers consider the students' growth in clarity and depth of thought, the integration of universal values and the development of a refined social conscience to be the true marks of success.

What is MYP?



The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

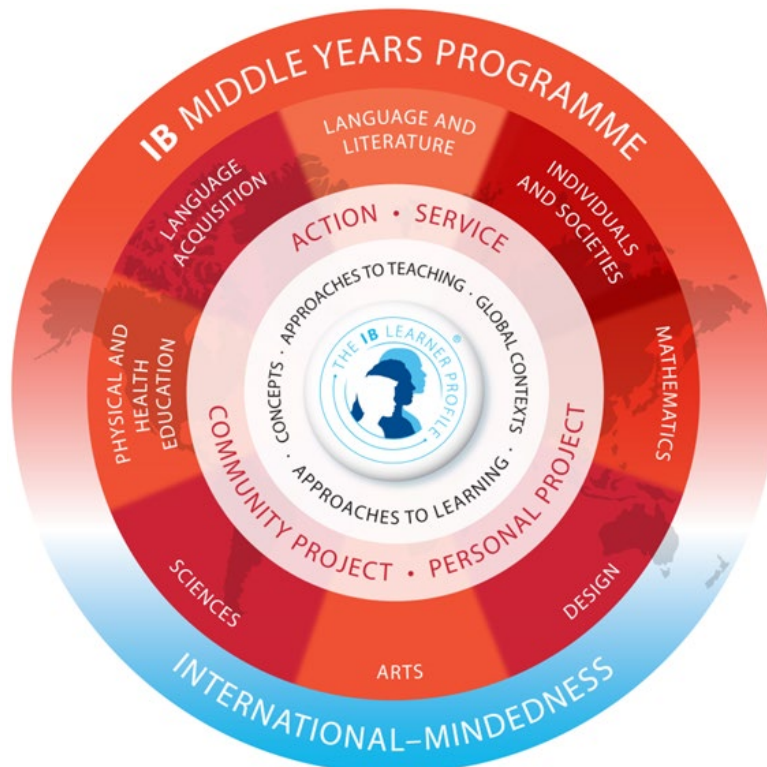
The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).

MYP at Archbishop MacDonald

The Honors/IB Program entails an enriched Alberta Education Curriculum with a focus on preparing the student for success in both the IB Diploma/or Honors program in Grade 11 or 12. All grade 10 students will be exposed to IB/MYP assessment rubrics that are designed for Critical thinking, metacognition, and reflection. These assessments will be administered to promote success in the student's overall grade.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- **Approaches to learning (ATL)**, helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- **Key and related concepts**, helping students explore big ideas that matter
- **Global contexts**, (identities and relationships, personal and cultural identity, orientations in space and time, scientific and technical innovation, fairness and development globalization and sustainability) helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.



MYP Language A Grade Descriptors for MYP Diploma Each criterion will be evaluated twice during the course.

Criterion A: Analyzing Maximum: 8 At the end of year 5, students should be able to:

1. analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts
2. analyze 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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below. The student:
1–2	<ol style="list-style-type: none"> 1. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts 2. provides limited analysis of the effects of the creator’s choices on an audience 3. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology 4. evaluates few similarities and differences by making minimal connections in features across and within genres and texts. <p>The student:</p>
3–4	<ol style="list-style-type: none"> 1. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts 2. provides adequate analysis of the effects of the creator’s choices on an audience 3. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology 4. evaluates some similarities and differences by making adequate connections in features across and within genres and texts. <p>The student:</p>
5–6	<ol style="list-style-type: none"> 1. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts 2. competently analyses the effects of the creator’s choices on an audience 3. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology 4. evaluates similarities and differences by making substantial connections in features across and within genres and texts. <p>The student:</p>
7–8	<ol style="list-style-type: none"> 1. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts 2. perceptively analyses the effects of the creator’s choices on an audience 3. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology 4. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

Criterion B: Organizing Maximum: 8 At the end of year 5, students should be able to:

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 and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below. The student:
1–2	<ol style="list-style-type: none"> 1. makes minimal use of organizational structures though these may not always serve the context and intention 2. organizes opinions and ideas with a minimal degree of coherence and logic 3. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. <p>The student:</p>
3–4	<ol style="list-style-type: none"> 1. makes adequate use of organizational structures that serve the context and intention 2. organizes opinions and ideas with some degree of coherence and logic 3. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. <p>The student:</p>
5–6	<ol style="list-style-type: none"> 1. makes competent use of organizational structures that serve the context and intention 2. organizes opinions and ideas in a coherent and logical manner with ideas building on each other 3. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. <p>The student:</p>
7–8	<ol style="list-style-type: none"> 1. makes sophisticated use of organizational structures that serve the context and intention effectively 2. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way 3. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing text Maximum: 8 At the end of year 5, students should be able to:

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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below. The student:
1–2	<ol style="list-style-type: none"> 1. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, new perspectives and ideas 2. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience 3. selects few relevant details and examples to develop ideas. <p>The student:</p>
3–4	<ol style="list-style-type: none"> 1. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination and sensitivity and some exploration of, and critical reflection on, new perspectives and ideas 2. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience 3. selects some relevant details and examples to develop ideas. <p>The student:</p>
5–6	<ol style="list-style-type: none"> 1. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination and sensitivity and substantial exploration of, and critical reflection on, new perspectives and ideas 2. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience 3. selects sufficient relevant details and examples to develop ideas. <p>The student:</p>
7–8	<ol style="list-style-type: none"> 1. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideas 2. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience 3. selects extensive relevant details and examples to develop ideas with precision.

Criterion D: Using language Maximum: 8 At the end of year 5, students should be able to:

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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below. The student:
1–2	<ol style="list-style-type: none"> 1. uses a limited range of appropriate vocabulary and forms of expression 2. writes and speaks in an inappropriate register and style that do not serve the context and intention 3. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication 4. spells/writes and pronounces with limited accuracy; errors often hinder communication 5. makes limited and/or inappropriate use of non-verbal communication techniques. <p>The student:</p>
3–4	<ol style="list-style-type: none"> 1. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression 2. sometimes writes and speaks in a register and style that serve the context and intention 3. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication 4. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication 5. makes some use of appropriate non-verbal communication techniques. <p>The student:</p>
5–6	<ol style="list-style-type: none"> 1. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently 2. writes and speaks competently in a register and style that serve the context and intention 3. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication 4. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication 5. makes sufficient use of appropriate non-verbal communication techniques. <p>The student:</p>
7–8	<ol style="list-style-type: none"> 1. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression 2. writes and speaks in a consistently appropriate register and style that serve the context and intention 3. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective 4. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective 5. makes effective use of appropriate non-verbal communication techniques.

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IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.