

ENGLISH (LANGUAGE A) MYP TERM 2 YEAR 8

TOPICS	OBJECTIVES	AREAS OF INTERACTION	ASSESSMENT CRITERIA
<p>Title: Enjoying a Novel</p> <p>Topic: <i>Holes</i> by Louis Sacher</p> <p>MYP Unit Question: What aspects of a story make it endearing to the reader?</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - What is meta-cognition? - How does the author arouse and sustain the reader's interest in a story? - Why is friendship important? - What is the role of foreshadowing within this novel? - What makes survival possible in a harsh environment? 	<ol style="list-style-type: none"> 1. Show understanding of language, content, structure and meaning of familiar pieces of age-appropriate writing. 2. Show understanding of the fundamental elements of texts and visual materials. 3. Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings and to understand the nuances of these skills. 4. Compare and contrast age-appropriate texts, themes and genres. 5. Make relevant, contextual, pertinent and personal observations of age-appropriate texts and work independently. 6. Understand important connotations of textual themes. Reflect and interpret. 7. Write clearly and concisely. Express ideas coherently verbally and within writing. 8. Structure written and verbal responses sequentially and rationally and provide supporting evidence. 9. Extract main and subsidiary ideas from age-appropriate texts and distinguish their relatedness. 10. Show detailed understanding of general vocabulary and idioms. 11. Use more complicated grammar within complex sentences. 12. Show partial awareness of the need for an effective choice of register suited to an audience in both oral and written communication. 	<p>Approaches to Learning: (Area Of Focus)</p> <ul style="list-style-type: none"> - textual Analysis - critical Thinking - character Analysis - writing formally, informally, empathetically, analytically, descriptively and persuasively - planning and drafting - peer and self-assessment - proofreading - comparing and contrasting - mind mapping - oral presentation - inference and prediction - note taking <p>Human Ingenuity:</p> <ul style="list-style-type: none"> - What survival skills are important to learn and why? - What gives artefacts their value? - Family history and genealogies <p>Significant Concept(s)</p> <p>Meta cognition Friendships develop with patience and understanding Survival strategies for the future False Accusations Dealing with Environment</p>	<p>A)Content (Receptive & Productive): Students' ability to demonstrate: an understanding of the works studied and an effective response to literature. (10)</p> <p>B)Organisation: Students' ability to express ideas with clarity and coherence; structure arguments in a sustained and logical fashion and support these arguments with relevant examples.(10)</p> <p>C)Style and Language Mechanics: Students' ability to use language for a variety of purposes including description, analysis and persuasion. Appropriate register and should be chosen, according to intention and audience. (10)</p> <p>Total 30</p> <p>Assessment Tasks</p> <p>Summative End of semester examination unseen prose passage: grammar, vocabulary, spelling and comprehension.</p> <p>Formative Weekly vocabulary and spelling tests. Diary entries; Friendly and formal letters; Creative writing that relates to story content, characterization or theme. Research through interviewing; Biography of an older family member. Personal responses to literature</p> <p>Report Grade Grade Level 1 – 7 (Total 30)</p> <p>1 = 0 – 4 marks 2 = 5 – 9 marks 3 = 10 – 14 marks 4 = 15 – 19 marks 5 = 20 – 23 marks 6 = 24 – 27 marks 7 = 28 – 30 marks</p>