

ENGLISH (LANGUAGE A) MYP TERM 2 YEAR 9

TOPICS	OBJECTIVES	AREAS OF INTERACTION	ASSESSMENT CRITERIA
<p>Title: The Road Less Taken...</p> <p>Topic: <i>The Alchemist</i> by Paulo Coelho</p> <p>MYP Unit Question: How do our life encounters form our identity?</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - What is magical realism? - What is a parable? - How do writers utilize imagery and what are the effects? - How does Paulo Coelho develop the character? - What is symbolism? - Who is the protagonist and antagonist in the novel? 	<ol style="list-style-type: none"> 1. Appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of age-appropriate writing. 2. begin to develop a critical appreciation of a range of age-appropriate written and visual texts. 3. Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings and begin to analyse. 4. Compare age-appropriate texts and connect themes to show similarities or differences across genres. 5. Begin to express an informed personal response to literary and non-literary texts and demonstrate the ability to approach age-appropriate works independently. 6. Understand many of the connotations within a language in order to interpret the author's or speaker's intentions. 7. Express ideas with clarity and coherence in both oral and written communication. 8. Structure ideas and arguments, both orally and in writing, in a logical way and support them with some relevant examples. 9. Distinguish the main ideas in age-appropriate texts from the secondary ideas. 10. Use and understand an appropriate range of vocabulary and idiom. 11. Use correct grammar with appropriate and increasingly varied sentence structure. 12. Show an increased awareness of the need for an effective choice of register suited to the audience in both oral 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>Environments:</p> <p>Geography: Analysis of country Spain and North Africa Spatial Awareness Global Awareness Landscape Resources Population Pyramids</p> <p>Significant Concept(s)</p> <p>Self-Discovery Journey Identity Spirituality Facing Challenges</p> <p>Self-Esteem</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 Letter from Santiago to his father.</p> <p>Fatima; Dialogue with Englishman/ Chief / Alchemist Pair work</p> <p>Poem song of the heart Advertisement for crystal shop-ICT</p> <p>Formative Weekly vocabulary Presentation of notebooks</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>

