

## Language and literature- English

### Course description for 2021/2022

#### MYP 4

**Unit 1- How can growing and learning be portrayed in short stories?**

**Unit 2- What perspective?**

**Unit 3- Should we always believe what we see and hear?**

**Unit 4- Prejudice and inequality**

**Unit 5- Moral and ethical choices**

#### MYP 5

**Unit 1 Exploring dystopia**

**Unit 2 Should we always be able to say what we want, when we like? (Media unit)**

**Unit 3 How can poetry be used for protest?**

**Unit 4 Shakespeare and his Elizabethan world**

**Unit 5 What am I responsible for? Literature from another culture**

Language and literature course involves different aspects of communication – oral, written and visual thus developing such skills. The course encompasses class discussions, oral presentations, speech, dramatic and oral interpretations; written communication involves both reading and writing allowing you to develop, organize and communicate ideas and information producing various types of texts such as essays, creative writing pieces, advertisements, etc.

Visual communication encompasses all aspects of viewing, presenting and interpreting involving advertisements, commercials, video clips, films, posters etc.

By the end of the school year students should be able to reach the following objectives for Language and literature:

- a) **Analysing:** Through the study of language and literature students will be enabled to deconstruct texts in order to identify their essential elements and their meaning. It involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). They should be able to use the text to support personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires one to think critically and show awareness of, and an ability to reflect on, different perspectives through the interpretations of the text (strand iv).
- b) **Organizing:** Students should understand and be able to **organize** ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. They should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately. ( Academic integrity policy honour code that they have signed regarding the originality of the work submitted.)
- c) **Producing text:** Furthermore, they will produce written and spoken text, focusing on the **creative process itself** and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas,

students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

- d) **Using language:** Finally, students will have opportunities to develop, organize and express yourself and communicate thoughts, ideas and information. They will be required to use accurate and varied language that is appropriate to the context and intention. This applies to written, oral and visual text, as appropriate.

Before every unit of work or project the teacher will provide all the necessary information about the project/ work , deadlines, assessment procedures and all other information relevant to the given task-either **orally or in writing**.

In case the school needs to move to virtual classrooms and go on-line materials will be shared on **Loomen** as well as **Google drive** and oral instructions will be given in **Zoom** classes.

### ASSESSMENT

Students are assessed continually ( formative assessment) - oral and written work alike- through various written assignments such as commentaries on a piece of written/ visual text, creative pieces of writing such as short stories, poems, ads, visual pieces such as commercials or film strips, different types of essays, tests, quizzes, homework assignments, etc. They are assessed individually, as a member of a group working as a team, in pair work or class discussion. Also personal engagement throughout the school year will be taken into consideration and time management as one of the key ATL skills

The assessment criteria and assessment tasks are presented at the beginning of a task/project. The general assessment and grade descriptors for Language and Literature are provided by the IB so all of the work will be assessed against Criterion **A Analysing**, Criterion **B Organizing**, Criterion **C Producing text** and Criterion **D Using language**, though not always all of the criteria. Maximum level of achievement is 8 for each of the criteria . However depending on the nature of a task specific assessment criteria and rubrics will be provided-either orally or in a written form.

At the end of each unit there is a summative assessment task either written, oral or visual. There could be more than one summative task within a unit. At the end of the school year the levels of achievement for each of the assessment criteria will be decided on by the so called best fit approach / best teacher judgement.

**Determining grades using a proportion of scores for classwork, homework and tests; determining grades by averaging summative performance scores over the year and using single pieces of work to determine final grades are inappropriate grading practises and are counter to MYP assessment principle.**

Subject group	Criterion A (max.8)	Criterion B (max.8)	Criterion C (max.8)	Criterion D (max.8)
Language and literature	Analysing	Organizing	Producing text	Using language

The levels of achievement at the end of the school year are converted into the final grade. The conversion table is prescribed by the IB and cannot be changed or adapted.

## **IB MYP GENERAL GRADE DESCRIPTORS + Croatian conversion table**

<b>1</b>	<b>1-5</b>	Very poor (nedovoljan) 1
<b>2</b>	<b>6-9</b>	Poor (nedovoljan) 1
<b>1</b>	<b>10-14</b>	Mediocre (dovoljan) 2
<b>2</b>	<b>15-18</b>	Satisfactory (dobar) 3
<b>5</b>	<b>19-23</b>	Good (vrlo dobar) 4
<b>6</b>	<b>24-27</b>	Very good ( odličan) 5
<b>7</b>	<b>28-32</b>	Excellent (odličan) 5

### **MYP 4 MANDATORY READING LIST FOR 2021/2022**

- **The Catcher In the Rye by J.D.Salinger**
- **Of Mice and Men by John Steinbeck**
- **To Kill a Mockingbird by Harper Lee**
- **A selection of short stories**
- **A selection of visual materials**
- **Additional reading list**

### **MYP 5 MANDATORY READING LIST FOR 2021/2022**

- **Fahrenheit 451 by Ray Bradbury**
- **Brave New World by Aldous Huxley**
- **Blade Runner- film viewing**
- **Othello by William Shakespeare**
- **A Thousand Splendid Suns by Khaleid Hosseini**
- **A selection of poetry**