

MYP syllabus information

- Aims
- Objectives/Criterion
- Description
- Achievement level description
- Grade conversion

MYP Subject Area 1: Language and Literature

Aims:

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- 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 analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Criterion	Description	Objectives
A: Analysing	Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing 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). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires student to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).	Students should be able to: i. analyse the content, context, language, structure, technique, and style of text(s) and the relationship among texts ii. analyse effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations, and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts.
B: Organizing	Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.	Students should be able to: i: employ organizational structures that serve the context and intention ii: organize opinions and ideas in a sustained, coherent and logical manner iii: use referencing and formatting tools to create a presentation style suitable to the context and intention
C: Producing Text	Students 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.	Students should be able to: i: 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 ii: make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii: select relevant details and examples to develop ideas
D: Using Language	Students have opportunities to develop, organize, and express themselves and communicate thoughts, ideas, and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral, and visual text, as appropriate.	Students should be able to: i: use appropriate and varied vocabulary, sentence structures and forms of expression ii: write and speak in a register and style that serve the context and intention iii: use correct grammar, syntax and punctuation iv: spell (alphabetic languages), write (character languages) and pronounce with accuracy v: use appropriate nonverbal communication techniques

MYP assessments use achievement levels to describe student performance. MYP assessments occur at the end of units of inquiry in MYP courses. Families can find these scores in powerschool under the “standards” tab and on the semester report cards.

Achievement Level	Level Descriptor
7-8	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations
5-6	Produces generally good-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
3-4	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
1-2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
0	No evidence of meeting the standard

Teachers will use the following conversion table when they are converting a MYP achievement level to traditional percent grade.

MYP Achievement Level	Powerschool Percentage
8	100%
7	93%
6	88%
5	83%
4	78%
3	73%
2	60%
1	50%
0	Below 50%

