

PACETTI BAY MIDDLE SCHOOL

MS. SUE SPARKMAN
PRINCIPAL

MS. KELLY JACOBSON
ASSISTANT PRINCIPAL



IB Middle Years Programme Language A Year 1

Course Information

This IB MYP Language A/English class is designed to teach the curriculum standards of St. Johns Public Schools within the framework of the Middle Years Program. In keeping with the IB Learner Profile, this course will help the student develop her or his identity as a responsible member of society. This is done by discussion and writing about literature with an eye toward universal themes expressed by various individuals and cultures. The textbook *McDougal Littell Literature* presents the literary genres in ways to address the individual's social development from self-identity, social adjustment, learning from others, seeing from another point of view, and evaluating evidence to develop an opinion. Students daily engage in Socratic dialogue relating the selections to their lives and the world. In addition, students will read books outside of class to further practice these skills of cultural and self-awareness. Assessment is done regularly with standardized tests, oral presentations, cooperative learning activities, and challenging book projects involving research and various media.

The course is organized around major topics developed as IB MYP Units, each focusing on an Area of Interaction. Units and their corresponding lessons incorporate key understandings about student cognitive development, including activating prior knowledge, scaffolding learning, and extending learning. This effort is complemented by giving students the opportunity to develop their skills and strategies in Language A students. Pacetti Bay Middle School, IB MYP Year 1 emphasizes student growth as a member of their community.

The Aims of MYP Language A

The aims of the study of MYP Language A are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression 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 analyzing literary and non-literary works
- engage in literature from a variety of cultures and representing different historical periods
- explore and analyze aspects of cultures through literary and non-literary works
- engage with information and communication technology in order to explore language
- develop a lifelong interest in reading widely
- apply language A skills and knowledge in a variety of real-life contexts

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Objectives of IBMYP Language A

A. Content (receptive and productive)

At the end of the course, students should be able to:

- understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- understand and apply language A terminology in context
- analyze the effects of the author's choices on an audience
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- compare and contrast works, and connect themes across and within genres
- express an informed and independent response to literary and non-literary texts.

B. Organization

At the end of the course, students should be able to:

- create work that employs organizational structures and language-specific conventions throughout a variety of text types
- organize ideas and arguments in a sustained, coherent and logical manner
- employ appropriate critical apparatus.

C. Style and language mechanics

At the end of the course, students should be able to:

- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- use language accurately
- use appropriate and varied register, vocabulary and idiom
- use correct grammar and syntax
- use appropriate and varied sentence structure
- use correct spelling (alphabetic languages) or writing (character languages).

Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Routines & Rituals	Approaches to Learning (ATL)	Who am I?
Genre	Human Ingenuity	How do patterns in society shape our world?
Elements of Fiction	Human Ingenuity	How do my words tell a story?
All Summer In A Day	Health and Social Education	How do I fit in?
Biography	Community & Service	How do I inspire others?

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Poetry	Human Ingenuity	How do I use my words to create a reaction?
Media	Human Ingenuity	How do advertisements convince me to buy their product?
Nonfiction	Health & Social Education	How do video games impacting my life?

Teaching and Assessment

Students will receive quarterly grades that reflect their mastery of the Florida Sunshine State Standards. In addition, student growth will be measured according to the IB MYP Language Arts learning objectives in three criteria:

Criterion A- Content

How well can the student:

- understand and analyse language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts?
- compare and contrast works, and connect themes across and within genres?
- analyse the effects of the author's choices on an audience?
- express an informed and independent response to literary and non-literary texts?
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention?
- apply language A terminology in context?

Criterion B- Organization

How well can the student:

- create work that employs organizational structures and language-specific conventions throughout a variety of text types?
- organize ideas and arguments in a sustained, coherent and logical manner?
- employ appropriate critical apparatus?

Criterion C- Style and Language Mechanics

How well can the student:

- use appropriate and varied register, vocabulary and idiom?
- use correct grammar and syntax?
- use appropriate and varied sentence structure?
- use correct spelling/writing?
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings?
- use language accurately?

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Sample Assessments

- Students will answer multiple-choice, fill-in-the-blank, and essay type responses.
- Students will also compose essays, short stories, and poems that will be assessed using rubrics.
- Students will perform poems from reading.
- Students will study and analyze video presentations based on literature. (Film as Literature)
- Students will use technology to publish a variety of responses to a variety of genres, fiction and nonfiction assigned as independent reading.
- Students will study historical fiction or science fiction and nonfiction in conjunction with multi-disciplinary units of study. (World History, Science and/or Spanish)
- Students will complete a project that they design to communicate the information they have researched.

Resources

- McDougal Littell Literature Book, online textbook
- Edmodo
- Online dictionaries
- Author site
- Myths and Legends From Ancient Greece and Around the World
- Novel Study: The Giver
- Book Snip-its: FLUSH, HOOT, SCAT, Zach's Lie, Watson's Go To Birmingham, Locomotion and many more.

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IB Middle Years Programme Language A Year 2

Course Information

This IB MYP Language A/English class is designed to teach the curriculum standards of St. Johns Public Schools within the framework of the Middle Years Program. In keeping with the IB Learner Profile, this course will help the student develop her or his identity as a responsible member of society. This is done by discussion and writing about literature with an eye toward universal themes expressed by various individuals and cultures. The textbook *McDougal Littell Literature* presents the literary genres in ways to address the individual's social development from self-identity, social adjustment, learning from others, seeing from another point of view, and evaluating evidence to develop an opinion. Students daily engage in Socratic dialogue relating the selections to their lives and the world. In addition, students will read books outside of class to further practice these skills of cultural and self-awareness. Assessment is done regularly with standardized tests, oral presentations, cooperative learning activities, and challenging book projects involving research and various media.

The course is organized around major topics developed as IB MYP Units, each focusing on an Area of Interaction. Units and their corresponding lessons incorporate key understandings about student cognitive development, including activating prior knowledge, scaffolding learning, and extending learning. This effort is complemented by giving students the opportunity to develop their skills and strategies in Language A students. Pacetti Bay Middle School, IB MYP Year 2 emphasizes student growth as a member of their community.

Aims of IBMYP Language A

The aims of the teaching and study of this course are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression 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 analyzing literary and non-literary works
- engage in literature from a variety of cultures and representing different historical periods
- explore and analyze aspects of personal, host and other cultures through literary and non-literary works
- engage with information and communication technology in order to explore language
- develop a lifelong interest in reading widely
- apply language A skills and knowledge in a variety of real-life contexts

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Objectives of IBMYP Language A

A. Content (receptive and productive)

At the end of the course, students should be able to:

- understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- understand and apply language A terminology in context
- analyze the effects of the author's choices on an audience
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- compare and contrast works, and connect themes across and within genres
- express an informed and independent response to literary and non-literary texts.

B. Organization

At the end of the course, students should be able to:

- create work that employs organizational structures and language-specific conventions throughout a variety of text types
- organize ideas and arguments in a sustained, coherent and logical manner
- employ appropriate critical apparatus.

C. Style and language mechanics

At the end of the course, students should be able to:

- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- use language accurately
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- use appropriate and varied sentence structure
- use correct spelling (alphabetic languages) or writing (character languages).

Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Coming of Age	Health and Social Education	Who am I?

- Literary Focus: Analyzing Plot
- Information Focus: Analyzing Text Structure
- Literary Skills: Understand plot structure and foreshadowing: analyze conflict, suspense and plot complications
- Reading Skills: Retell story events; make predictions and inferences: analyze the structure and purpose of the textbook, newspaper articles, and informational materials

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- Vocabulary Skills: Clarify word meanings by using examples and definitions
- Writing Skills: Develop, write and revise a personal narrative
- Reading Selections: “Seventh Grade” (short story) by Gary Soto, “Oranges” (poem) by Gary Soto, “My Name” (vignette) by Sandra Cisneros, “Eleven” (short story) by Sandra Cisneros, “Every Ghetto, Every City” (song lyrics) by Lauryn Hill, and “Cut” (informational text) Bob Greene

Unit Title	IBMYP Area of Interaction	Unit Question
Speak Out!	Community and Service	How can the absence of words indicate voice?

- Literary Focus: Analyzing Character
- Informational Focus: Analyzing Comparison and Contrast
- Literary Skills: Analyze characterization, character traits, motivation, and the narrator.
- Reading Skills: Analyze how character affects plot, comparison and contrast, the main idea; make inferences and predictions and compare and contrast characters.
- Vocabulary Skills: Understand word origins, roots, affixes, and dialect; clarify word meanings; identify synonyms.
- Writing Skills: Develop, write and revise an expository essay.
- Reading Selections: “A Poison Tree” (poem) by William Blake, “The Cask of Amontillado” (short story) by Edgar Allan Poe, “Thank You M’am” (short story) by Langston Hughes, “Theme for English B” (poem) by Langston Hughes, “The Scarlet Ibis” (short story) by John Hurst

Unit Title	IBMYP Area of Interaction	Unit Question
Justice vs. Injustice	Health and Social Education	What is the nature of justice?

- Literary Focus: Analyzing Theme
- Informational Focus: Analyzing Cause and Effect
- Literary Skills: Understand and analyze theme and recurring themes; compare and contrast a play and a letter.
- Reading Skills: Analyze cause and effect text structures
- Vocabulary Skills: Understand similes, metaphors and Latin roots.
- Writing Skills: Develop, write and revise a persuasive essay.

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- Reading Selections: *Julius Caesar* (play) by William Shakespeare, *12 Angry Men* (play) by Reginald Rose, excerpt from *Romeo and Juliet* by William Shakespeare, excerpt from “Letter from Birmingham Jail” (letter) by Dr. Martin Luther King Jr.

Unit Title	IBMYP Area of Interaction	Unit Question
<u>The Outsiders</u>	Health and Social Education	How do perceptions lead to stereotyping and pressure to conform?

- Literary Focus: Analyzing characterization as revealed through a character’s thought’s, words, speech patterns, and actions.
- Informational Focus: Analyzing plot
- Literary Skills: Identify and analyze development of themes conveyed through characters’ actions and images.
- Reading Skills: Make connections to text, within text, and among texts.
- Vocabulary Skills: Determine meanings of words using contextual and structural clues.
- Writing Skills: Write summaries for a variety of information.
- Reading Selections: “The Dash” (poem) by Linda Ellis, “On the Sidewalk Bleeding” (short story) by Evan Hunter, “Where I’m From” (poem) by George Ella Lyons, The Outsiders by S.E. Hinton

Teaching and Assessment

Students will receive quarterly grades that reflect their mastery of the Florida Sunshine State Standards. In addition, student growth will be measured according to the IB MYP Language Arts learning objectives in three criteria:

Criterion A- Content

How well can the student:

- understand and analyse language, content, structure, meaning and significance • of both familiar and previously unseen oral, written and visual texts?
- compare and contrast works, and connect themes across and within genres?
- analyse the effects of the author’s choices on an audience?
- express an informed and independent response to literary and non-literary texts?
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention?
- apply language A terminology in context?

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Criterion B- Organization

How well can the student:

- create work that employs organizational structures and language-specific conventions • throughout a variety of text types?
- organize ideas and arguments in a sustained, coherent and logical manner?
- employ appropriate critical apparatus?

Criterion C- Style and Language Mechanics

How well can the student:

- use appropriate and varied register, vocabulary and idiom?
- use correct grammar and syntax?
- use appropriate and varied sentence structure?
- use correct spelling/writing?
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings?
- use language accurately?

Texts and Resources

- McDougal Littell Literature Grade 7 (various resources and short stories)
- The Outsiders by S.E. Hinton

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IB Middle Years Programme Language Arts Year 3

Course Information

This IB MYP Language Arts class is designed to teach the curriculum standards of Florida within the framework of the Middle Years Program. The student is intended to flourish holistically, both in the classroom and in our community. At the eighth grade level, the Language Arts Department focuses on reading and writing experiences that are not only developmentally appropriate, but also challenging and invigorating. The vocabulary instruction focuses on a complex understanding of etymology and vocabulary comprehension that focuses on context clues and salient features. When working with literature and informational text, students will utilize text features and structures, distinguish fact from opinion, identify themes and author's purpose, and synthesize word choice and figurative language. They will also interact with the text and reflect on how what they have read may connect with the IB Learner Profiles and Areas of Interaction. We will be furthering an intensive writing initiative, emphasizing persuasive, expository, and creative writing. Students will work purposefully through each step of the drafting and writing process, and ultimately, refine their writing skills and develop their own voice and style. During the course of our in depth reading and writing program, each student will create work to reflect his/her academic growth during the school year. Ultimately, our students will arrive and thrive in this course!

Aims of IBMYP Language A

The aims of the teaching and study of this course are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression 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 analyzing literary and non-literary works
- engage in literature from a variety of cultures and representing different historical periods
- explore and analyze aspects of personal, host and other cultures through literary and non-literary works
- engage with information and communication technology in order to explore language
- develop a lifelong interest in reading widely
- apply language A skills and knowledge in a variety of real-life contexts

Objectives of IBMYP Language A

A. Content (receptive and productive)

At the end of the course, students should be able to:

- understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- understand and apply language A terminology in context
- analyze the effects of the author's choices on an audience
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention

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- compare and contrast works, and connect themes across and within genres
- express an informed and independent response to literary and non-literary texts.

B. Organization

At the end of the course, students should be able to:

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- employ appropriate critical apparatus.

C. Style and language mechanics

At the end of the course, students should be able to:

- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
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Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Communicate!	Approaches to Learning	How do I effectively communicate?

Focus:

- Informal and formal communications
- Introduction to language mechanics
- Informational text and text features
- Main idea and author's purpose

Unit Title	IB MYP Area of Interaction	Unit Question
Pass It Down.	Defining Environments	What causes a story to stand the test of time?

Focus:

- Elements of Fiction (characterization, setting, and plot)
- Genre Explorations
- Interpretation of a text
- Continued language mechanics

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- Expository Writing and introduction to persuasive writing

Unit Title	IB MYP Area of Interaction	Unit Question
Do Good Things Well.	Community Service Human Ingenuity	What makes a hero?

Focus:

- Poetry and literary devices
- Mood and Tone
- Creative writing (narrative and descriptive)
- Continued language mechanics
- Persuasive Writing

Unit Title	IB MYP Area of Interaction	Unit Question
Write Yourself Silly!	Approaches to Learning	What makes a word powerful?

Focus:

- Etymology
- Intense Expository and Persuasive Writing Workshops
- Refining personal style and command of language through word choice
- Continued language mechanics

Unit Title	IB MYP Area of Interaction	Unit Question
Believe.	Health and Social	Do I really know myself?

Focus:

- Novel study: Touching Spirit Bear
- Response to a text
- Proper citation of text (MLA Format)

Unit Title	IB MYP Area of Interaction	Unit Question
Arrive and Thrive!	Approaches to Learning	How does one get “there”?

Focus:

- Determining validity and reliability
- Research
- Writing a final product for an intended audience

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Teaching and Assessment

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Criterion A- Content

How well can the student:

- understand and analyse language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts?
- compare and contrast works, and connect themes across and within genres?
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- express an informed and independent response to literary and non-literary texts?
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention?
- apply language A terminology in context?

Criterion B- Organization

How well can the student:

- create work that employs organizational structures and language-specific conventions throughout a variety of text types?
- organize ideas and arguments in a sustained, coherent and logical manner?
- employ appropriate critical apparatus?

Criterion C- Style and Language Mechanics

How well can the student:

- use appropriate and varied register, vocabulary and idiom?
- use correct grammar and syntax?
- use appropriate and varied sentence structure?
- use correct spelling/writing?
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings?
- use language accurately?

Texts and Resources:

- McDougal Littell Literature Grade 8 (various resources and short stories)
- Favorite Folktales from Around the World edited by Jane Yolen
- Touching Spirit Bear by Ben Mikaelson
- Love That Dog by Sharon Creech
- Reflections on a Gift of Watermelon Pickle (Foresman, Second Edition)
- CultureGrams World Edition 2008

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