

St. Luke School  
MYP Language and Literature  
Year 2

### **Coursework**

Seventh grade begins intensive language development in preparation for high school. Therefore, based on International Baccalaureate principles and Common Core Standards for MYP Language and Literature, students will improve their literacy skills through exploring key concepts across subject areas within a global context. The IB criteria include:

- A: Analyze
- B: Organize
- C: Produce Text
- D: Using Language

Ensuring a breath of critical thinking, seventh graders will explore the key concepts of Connections, Systems, Communication, Conflict, and Creativity this year. Students will learn inquiry and discussion techniques to build a depth of understanding and skills through related concepts based on reading, writing, applied grammar instruction, and vocabulary development.

Students will be formatively assessed according to their achievement in areas of:

- vocabulary acquisition
- reading comprehension techniques
- discussion participation
- syntax and grammatical constructions
- written work (journals, reflections, analysis).

Summative assessments will stretch students to apply their knowledge of language and texts in different contexts and modes, emphasizing student choice, inquiry, and academic rigor.

Homework will average fifteen to twenty minutes each weeknight with weekends free for time with family and for attending Mass. **However, homework also includes long-term projects requiring time management skills and self-management. These ATL's will be key for success in high school.**

### **Reading**

As we explore key concepts, students will read a variety of genres of literature, including novels, short stories, poetry, plays, and nonfiction texts associated with critical thinking. This will include diverse texts from around the world, broadening students' understanding of people different from themselves.

The emphasis will be on gaining experience with more complex texts, increasing vocabulary acquisition while reading, and the thought processes good readers

use to improve reading comprehension. Our analysis will focus on how the text builds our understanding of chosen key concepts.

Students will be formatively assessed on the depth of their understanding and recollection of details from the text to support their analysis. This also ensures their consistent completion of independent reading assignments with the depth required for analysis. If a student doesn't read the book carefully, analysis of the text is impossible!

In addition to texts associated with chosen key concepts, students will complete at least one book report per month on a book of his or her choice. Students will find books that relate to the key concept, further building their understanding. The book choice **must** be approved by me at the beginning of each unit in order to ensure that each student is choosing a reading challenge based on each student's individual reading abilities.

### **Writing**

In preparation for the writing necessary at the high school level, students will continue to hone their writing skills and process. Effective writing for middle school students will depend on making steady progress throughout the year. In addition to writing informally about analysis of reading assignments, students will have formal writing assignments in a variety of forms, for different purposes, and with differing audiences in mind as they correspond to each key concept explored. They will focus on particular aspects of the craft of writing according to the needs of the class and a grammatical emphasis for each assignment.

The specific requirements will be outlined and correlated to IB rubrics for Language and Literature for each writing assignment. Students will focus primarily on developing their own personal process for writing this year and will be assessed on their process development throughout the year.

Each student will be assessed according to the analysis of the key concept, skills required for each assignment, the process followed for that genre of writing, and their own individual progress made as a writer and thinker over the course of each trimester. We will also be introducing IB Assessments in anticipation of their implementation in the future as well as for self-assessment purposes. If a student is struggling with a writing assignment, it is his or her responsibility to see me for help and ask for an extension to finish the assignment. **Late writing assignments will not be accepted without an extension being given!**

### **Grammar**

Lessons in grammatical constructions are offered in conjunction with writing assignments. Students will study sentence structures and grammatical concepts as well as acquire tools for correcting their grammar mistakes in written work. Knowing the various elements that comprise the English language and how these facets work together makes students clearer, more deliberate writers. In

addition to using these grammatical constructions in their own writing, homework assignments on specific skills may be assigned within the unit of study. Grammatical constructions will always be studied in conjunction with their application to student writing and how it impacts the text.

### **Vocabulary**

In order to increase reading comprehension and build effective writing skills, students will study vocabulary in Language and Literature class. We will use online tools to increase each student's base of commonly used adult vocabulary words.

Students will also learn word skills, such as common roots, prefixes, suffixes, and contexts in order to increase vocabulary acquisition, especially common Latin roots. Students will create a Master List of new words. From this list students will apply new words to conversation and written assignments. This allows each student to encode these new adult words into their long-term memory for future use. Seventh graders will be required to learn and use at least 200 new words this school year.

### **Late and Missing Work**

Homework is posted on the shared through Google Classroom, which has a Google Calendar for each class well in advance of the due date. Because students need to practice academic responsibility and time management skills before continuing to high school, I do not usually accept late homework from a student without discussing the exceptional circumstances with me personally or through email. **I will gladly grant extensions on classwork if a student explains the necessity and has a valid reason for needing more time.** However, all work must be completed by the end of the given unit of study. When work is missing due to an excused absence, the student has one week to complete the missing assignments unless other arrangements are made with me upon the student's return to school.

You may email me anytime at [jfargo@stlukeshoreline.org](mailto:jfargo@stlukeshoreline.org) to discuss any issues that arise during the year. I am also available before and after school by appointment for additional help or to clarify assignments. I look forward to an excellent year of learning together!