

# Language A

Revised 2011

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Atlanta International School





## Grade 10 English (MYP 5) – Course Description

In the final year of the Middle Years' Program in English, students will continue to develop reading, writing, presentation and analytical skills in response to a range of text types, guiding questions and Areas of Interaction. Furthermore, our work is designed to prepare the student for the IB Diploma course. Over the course of the year students will interrogate, through a series of texts two major guiding questions:

'What is the role of the individual in society?'  
'What does it mean to be American?'

### Through Line Questions

- How has American culture changed over time?
- How does American identity and culture compare to others in the world?
- What can literature teach us about ways of living, thinking, and being?
- Why do writers write and what tools do they use to convey their ideas?
- How can close reading of a text help us to sharpen our analytical thinking?
- How do we communicate ideas effectively, efficiently, and clearly to an audience?

### Unit Area: The Individual in Society

Students will read nonfiction texts (including Thoreau, Emerson, and King); will view the film *Dead Poets Society*; and will read the Greek tragedy *Antigone*. An additional component of this unit is the summer reading program. All of these texts revolve around the tension between the individual and society. Formative assessments will include short writing responses and the occasional quiz. The major summative assessment for this unit will be a belief statement modeled after the NPR *This I Believe* program.

**AoI:** Community and Service

### Unit Questions

- What is the role of the individual in society?
- When is protest legitimate?
- What is the common or shared idea in the texts?

### Unit Area: Leadership

Students will examine the topic of leadership primarily through Shakespeare's *Julius Caesar*. Students will parse the rhetorical gulf between characters' public and private discourses; they will synthesize Shakespeare's themes of leadership with contemporary events (such as political debates); they will link the issues of leadership in this text with those in the discussion of *Antigone*. The major summative assessment for this unit will be a Response to Literature.

**AoI:** Health and Social Education

### Unit Questions

- How do leaders think and act?
- What are the criteria for judging a good leader?
- What questions about leadership are raised in the text of *Julius Caesar*?



**Unit Area:** Making texts Real

Students will focus on the literary era Realism/Naturalism. Students will read short stories from this era (London and Bierce), will appreciate stylistic choices made by the authors, and will ultimately craft their own emulations of same texts. This unit makes for an effective transition into Edith Wharton's *Ethan Frome*. The major summative assignment will be Creative Writing.

**AoI:** Human Ingenuity

**Unit Questions**

- What makes a story feel real?
- What are the characteristics of the literary era known as Realism?
- How does the act of emulation increase our understanding of the author's craft?

**Unit Area:** Waking up from the American Dream

Because nearly all of these students will move on to the Diploma Program next year, our primary focus for this final unit is preparing students for the skills needed in A1 English. This includes close reading, passage analysis, and oral presentation. We will practice and hone these skills through a thematic study of three early 20<sup>th</sup> century novels: *Ethan Frome*, *The Great Gatsby*, and *The Catcher in the Rye*. The major summative assessment will be the Passage Analysis (Final Exam).

**AoI:** Environments

**Unit Questions**

- How is the depiction of environment used to show the destiny of a character?
- What are the dangers of idealism?
- When is a child not a child?

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Internal Assessment policy which can be found in the AIS Parent/Student Handbook and on [www.aischool.org](http://www.aischool.org). In addition to the major summative mentioned above, teachers will use a balance of formative and summative oral and written assessments to provide ongoing feedback for student improvement, graded against the MYP criteria. All MYP courses will use subject specific criteria at least twice per semester to mark a variety of assessments. For Language A courses these criteria are:

MYP Language Criterion A - Content

Criterion B - Organization

Criterion C – Style and Language Usage

This course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: the personal argumentation essay, the creative emulation piece, oral presentation, and close reading passage analyses.

**MYP Portfolio**

A significant component of the Year 5 achievement is the production of a portfolio of writing. The portfolio will comprise of three differing types and pieces of work: Creative Response, Response to Literature, Essay. A select number of Portfolios may be sent to the IBO for monitoring and feedback.



**Resources:**

**Texts:**

*Self-Reliance*, Ralph Waldo Emerson

*Civil disobedience*, Henry David Thoreau

*Letter from Birmingham Jail*, Martin Luther King Jr.

*Declaration of Independence*, Thomas Jefferson et al.

*Antigone*, Sophocles

*Julius Caesar*, William Shakespeare

*Ethan Frome*, Edith Wharton

*The Great Gatsby*, F. Scott Fitzgerald

*The Catcher in the Rye*, J.D. Salinger

**Films:**

*Dead Poets' Society* (1989)

*Julius Caesar* (1953)

*The Great Gatsby* (1974)



## Grade 10 German (MYP 5) – Course Description

Grade 10 German is a balanced program that aims to develop students' skills of reading, writing, speaking, and viewing. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. The course also provides a strong sense of cultural heritage through the study of some major German works. Students hone their ability to express their own ideas in writing and speaking.

### Through Line Questions

- Understanding of books as a source for self examination
- Understanding as the beginning point of further research
- Being able to present ideas in an interesting and ordered manner

### Unit Area: German Poetry – From the Baroque to the Modern Times

This unit connects to the poetry unit taught in 9<sup>th</sup> grade. It aims to expand students' knowledge of literary terminology, show a poem as a carefully crafted work of artistic expression, hone analytical skills and introduce a shorter form of the "Individual Oral." Students will do practice orals, memorize a poem, create/find visuals to represent main ideas or images of individual poems and discuss their individual interpretation of the poems. There will be a formative test (analysis) of an unknown poem.

**AoI:** Approaches to Learning, Health and Social Education, Human Ingenuity

### Unit Questions

- Why does anyone write poetry?
- Is poetry a part of our daily lives?
- What is a poem? How is it different to other texts?
- How do "FORM" and "INHALT" correlate and influence each other?
- How can I express my knowledge and thoughts about poetry?

### Unit Area: The Bible

This unit studies the Bible as a piece of literature and an expression of a philosophy. The students will study some central stories and explore its possible meaning and influence on cultures. Students will present summaries of the studied chapters and lead discussions about their "area of expertise." Summarizing and public speaking are skills honed in this unit.

**AoI:** Approaches to Learning, Community and Service, Human Ingenuity

### Unit Questions

- Can a book change the world?
- Is knowledge about a religion important for me even if I'm not a believer?
- How did the Bible "form" our society and thinking?
- How do I read a non-literary text successfully?

### Unit Area: Short Prose

Students are exposed to a variety of short texts (Kurzgeschichten und Parabeln). They will develop a systematic approach to analyzing a story as a "building block". They will compare



German versus English short stories, as well as traditional versus modern parables, and discuss their special parameters. The final assessment will be a short story graded on content, creativity and adherence to the German requirements of this type of writing.

**AoI:** Health and Social Education, Human Ingenuity, Community and Service

### **Unit Questions**

- How does an author influence his message by choosing a genre?
- What importance does literature play teaching morals in a society?
- What makes a person act the way he/she acts?

### **Unit Areas:** *Der Vorleser* and *Faust*

These two units connect to the techniques used in the "short prose" and the "poetry" unit. Analytical skills are practiced in oral and written form. Students will learn to understand the connection between a text and its reader. Student will memorize quotes from *Faust* to deepen their understanding of the text and its relation to German culture. *Der Vorleser* will serve as a relation to more recent German history. The assessments will be oral and written analyses, as well as a literary essay.

**AoI:** Health and Social Education, Human Ingenuity, Community and Service, Environments

### **Unit Questions**

#### *Der Vorleser*

- What is "das deutsche Schicksal"?
- What are components of "guilt"?
- What is the basis of a love relationship?
- Narrative technique and meaning? How are they connected?

#### *Faust*

- What is man? Is a human different from an animal? Is man basically good or evil?
- Are humans justified to explore everything - just because they can?
- What makes a text a "classic"?
- How does a text represent "a nation"?

In two independent projects (one literary one non-literary), the students will orally present their insights in a planned, interesting and practiced manner. The literary project requires the students to choose their own MYP AoI on which to focus. The non-literary unit requires mainly research. Students have to show their ability to find information on a chosen topic, show sources and create summaries.

### **Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group



One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. For Language A courses these criteria are:

Criterion A - - Content

Criterion B - - Organization

Criterion C - - Style and Language Usage

The course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: essay tests (analytical, persuasive), analytical written and oral tests, creative work, presentations, quizzes, debates (mainly Socratic format)

**Resources:**

*Collection of German poetry* (Baroque – Modern)

Stundenblätter Literatur

*Die Bibel* - Christian Nürnberger

*Die Bibel (das Buch fürs Leben)* - Hermann-Joseph Frisch

Brunnen *Bibelatlas*

*Der Vorleser* - Bernhard Schlink

*Kurzprosa der Gegenwart* (Klett Verlag)

*Faust* - Goethe



## Grade 10 Spanish (MYP 5) – Course Description

Grade 10 Spanish is a course that encourages students to continue developing their Spanish language skills, reinforcing all areas of the language: writing, reading, speaking and listening. Students will develop critical analyzing skills, acquire speaking techniques appropriate in formal and informal contexts, and explore culture through different genres of literature. Students develop a critical and creative approach that will prepare them for the Diploma Program.

### Through Line Questions

- How does literature impact me? (ATL)
- How are different kinds of texts written? (HI/ATL)
- What are different genres characteristics? (HI)
- Is there a relation between the author´s biography and the texts they create? (ATL)
- How are different ways of living, thinking and being portrayed in literature? (HSE)

### Unit Area: Characters

Students will reflect on how characters show sensitivity the needs of the self, families, communities and societies. They will read *Bonsai* (Christine Nöstlinger) and the Spanish novels *Respirando cerca de mí* (Jorge Gómez Soto) and *El maestro de esgrima* (Arturo Pérez-Reverte) and reflect on how these communities differ from their own and how the individuals interact.

**AoI:** Health and Social Education

### Unit Questions

- How can I relate to changing characters?
- How am I changing?
- How can we analyze a novel that is not originally written in Spanish?
- How do I relate to others?

### Unit Area: (Magical) Realism

Students study the general characteristics of short stories (*Cuentos de amor, locura y muerte* by Horacio Quiroga and *Doce cuentos peregrinos* by Gabriel García Márquez). Students focus on Magical Realism and Realism, as well as Latin American short stories. This knowledge will be the foundation for students to create a short story of their own.

**AoI:** Human Ingenuity

### Unit Questions

- How have Latin American writers tried to portray the essential components of their identities?
- How do I confront nature and how is this confrontation portrayed in literature?
- What are generic specificities of a short story?

### Unit Area: Immigration

Students reflect on immigration to and from Spanish speaking countries through a combination of visual images (cartoons/film) and texts (novels/song lyrics). Students discuss assimilation,



integration, origins, immigration and human rights. Students reflect on individual and collective concerns and the tension created between collective and individual responsibility

**AoI:** Environment

**Unit Questions**

- What does it mean to have “the right to freedom of movement and residence”?
- Why do we migrate?
- How do we integrate to the host culture?
- How do I approach cultural, ethnic and socio-economic differences and racial prejudice?

**Unit Area:** Poetry

Students identify the differences between “poetry” and “poiesis” and study the concepts of literary generation and literary topics through the analysis of poems written by poets from “Generación del 27”. Students reflect on how the form of a poem conveys meaning and how poets communicated their feelings in regards to the Spanish Civil War.

**AoI:** Human Ingenuity

**Unit Questions**

- Is the poets' responsibility to portray what they see?
- What are generic characteristics of a poem?
- What makes a text poetic?

**Unit Area:** Heroes

Students will study the flaw that leads to Oedipus' downfall. They will identify the themes in Sophocles' tragedies and the characteristics of human conflicts. Students will apply Oedipus' flaw to a modern situation and will reflect on the concept of a “hero” in their own community.

**AoI:** Health and Social Education

**Unit Questions**

- Do heroes exist nowadays?
- How do heroes think and act?
- Do I believe in fate?

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. These criteria include:

Criterion A – Content

Criterion B – Organization

Criterion C – Style and Language Usage

This course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: the comparative essay, the creative emulation piece, oral presentation, and close reading passage analyses.



**Resources:**

*Canal 4.* Lengua y literatura. Editorial Vicens Vives

*Cuentos de amor de locura...* Horacio Quiroga

*Doce cuentos peregrinos.* Gabriel García Márquez

*Nubes en el cielo.* Jordi Sierra I Fabra.

*La travesía de Enrique.* Sonia Nazario.

*Edipo Rey.* Sófocles

*Antígona.* Jean Anouilh

*Bonsai.* Christine Nöstlinger

*Respirando cerca de mí.* Jorge Gómez Soto

*El maestro de esgrima.* Arturo Pérez-Reverte

*Réquiem por un campesino español.* Ramón Sender

**Films:**

*El Norte* (1983)

*La misma luna* (2008)

*Milagro en Roma* (1988)

*El laberinto del fauno* (2006)

*La lengua de las mariposas* (1999)

*Tierra y libertad* (1995)



## Grade 6 English (MYP 1) – Course Description

Grade 6 English is a balanced program that aims to develop students' skills of reading, writing, speaking, listening, and viewing throughout the year. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. At the same time, students hone their abilities to express their own ideas, in writing and in speaking. Throughout the course, vocabulary and grammar are addressed in context.

### Through Line Questions:

- How can I convey my ideas effectively in written and spoken form? (ATL)
- How can we work together to support our learning? (C&S)
- How do I assess my own learning and understanding? (ATL)
- How can the writing process help me create my best work? (ATL)
- How can literature be enjoyable and also teach us something about ourselves and the world? (HI)

### Unit Area: Help! I need somebody!

Letter from a summer reading character on how to survive Middle School

**AoI:** Health and Social Education

**Unit Question:** How do we overcome life's challenges?

### Unit Area: Showing what I know

Expository essay teaching others how to do something you love to do

**AoI:** Community and Service

**Unit Question:** How can I contribute my knowledge to help strengthen our community?

### Unit Area: Book, Play, Film: Is it all the same?

Compare/Contrast essay about *A Christmas Carol* in two forms

**AoI:** Human Ingenuity

**Unit Question:** How do artists bring stories to life using various forms?

### Unit Area: The Art of Persuasion

Pet peeve essay and persuasive presentation on an issue

**AoI:** Human Ingenuity

**Unit Question:** What strategies can I use to convince people to take my ideas seriously?

### Unit Area: Creating Memories

Memoir and a creative final chapter of *The Giver*

**AoI:** Approaches to Learning, Community and Service

**Unit Questions:** What tools do fiction writers use to convey their ideas? Is a perfect society possible?



**Unit Area:** Integrated Technology – Creating websites about Native American cultures

**AoI:** Approaches to Learning, Environments, Community and Service

**Unit Questions**

- What makes an ideal society?
- How does the natural environment influence cultures?
- How can Wikis be vital tools to help us collaborate and learn?
- How can the design cycle help us create an excellent website?
- What does it take for a team to work together effectively?

**Unit Area:** Connections Through Reading

Students read at least two books each quarter. One must be on the CTR List (on Moodle)

**AoI:** Approaches to Learning, Health and Social Education, Community and Service

**Unit Questions**

- What do I love to read?
- How can I share my interest about books with others?
- How do different kinds/genres of texts teach me about different aspects of life?

Grammar, Vocabulary and Spelling

These are approached with the goal of developing students' writing and speaking abilities. Knowledge of basic grammar is reviewed and extended. Vocabulary is developed through independent reading and unit lists. Spelling improvement is linked to the writing process.

**Assessment**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. For Language A, these criteria are:

Criterion A – Content – Maximum 10

Criterion B – Organization – Maximum 10

Criterion C – Style and Usage – Maximum 10

Types of assessment for this course include: tests, projects, presentations-written and oral, writing (creative, narrative, expository, persuasive, response to literature) homework, and group presentations.

**Resources**

*Write Source*

*Elements of Literature*

*A Christmas Carol*, Charles Dickens

*The Giver*, Lois Lowry

Library resources: books and databases



## Grade 6 French (MYP 1) – Course Description

Grade 6 French is a balanced program that aims to develop students' skills of reading, writing, speaking, and viewing. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. The course also provides a strong sense of cultural heritage through the study of some major French works. Throughout the course, vocabulary and grammar are taught in context. Students hone their ability to express their own ideas in writing and speaking.

### Through Line Questions:

- How can literature be both fun and meaningful? (ATL)
- How do reading and analyzing literature help me to understand myself and the world? (HSE/ATL)
- How do I learn about my culture and other cultures? (HSE/C&S)
- How can I communicate effectively in written and spoken form? How do I organize my thoughts when telling a story or giving an oral report? (ATL)
- How do I become an independent learner? (ATL)

### Unit Area: Entering Middle School

This unit serves as introduction to Grade 6 French and as transition from primary school. The unit focuses on excerpts of narrative texts mirroring the theme of starting middle school. Students can easily compare their real-life situation to the characters' experiences at school: the personal relevance of literature is thus validated through this introductory unit. Particular attention is given to the ATL skills such as working in groups, the writing process and oral presentations, which will be employed all year. Students are also asked to reflect about the kind of learner they are. This metacognitive process culminates in asking them to design the Ideal School, along with a pedagogical tool that helps them learn.

**AoI:** Approach to Learning

### Unit Questions

- How do I adapt to the new challenges of Middle School?
- What changes does one experience when entering Middle School?
- What principles and type of environment make for a good education?
- What type of learner am I?

### Unit Area: Fairy Tales - *La Rivière à l'envers*

In these two units, students explore narrative texts through the genre of Fairy Tales, or "Conte Merveilleux". Students identify the structure of Fairy Tales and strengthen their ability to summarize them as well as to create coherent narratives using archetypal elements common to Fairy Tales from all cultures. Students are encouraged to reflect on the nature of the hero's quest, on the impact of their actions on others and on their personal growth.

**AoI:** Health and Social Education

### Unit Questions

- Are Middle School students too old for fairy tales?



- Why do fairy tales from different cultures present similar motives?
- Why do we still read fairy tales today and how do we read them?
- Is eternal life desirable? What would be the good and the bad aspects of living forever?

**Unit Area:** Poetry

Students are introduced to a great variety of poems and come up with their definition of poetry. They acknowledge the connection between form and meaning as an essential part of poetry. The different reading activities helped them identify the tools used by poets in the creative process. Students write a collection of poems and reflect on which form is best suited to convey a particular idea or feeling.

**AoI:** Human Ingenuity

**Unit Questions**

- What is the difference between everyday language and poetic language?
- Can we write poems just about everything and anything?
- How do poets express their ideas in poetry as opposed to other forms of writing?

**Unit Area:** Historical Fiction about Ancient Egypt: *L'Oeil d'Horu*; Defining Heroes.

These two units are connected to the 6<sup>th</sup> grade MYP History curriculum, thus providing interdisciplinary links for students. Through a variety of documents about Egypt, students learn to identify main ideas in a text and distinguish facts from opinion. They also practice how to use dictionaries and reference tools. They approach historical fiction with a good knowledge of Ancient Egypt, identify different forms of heroism and reflect about the notion of cultural heritage.

**AoI:** Health and Social Education

**Unit Questions**

- How can fiction help us understand History?
- How did Ancient Egyptians envision death?
- What are the different steps of the protagonist's "coming of age" journey?
- What is the impact of a hero's deeds on his/her community?
- What are the archetypes about heroes found in various cultures?
- How do modern texts use and transform those archetypes?
- Why are we still reading and studying ancient texts nowadays?

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. These criteria include Content, Organization, and Style and Language Usage.



## Grade 6 German (MYP 1) – Course Description

Grade 6 German continues to develop the students' written and oral skills started in Primary School. Students will explore various genres and increase their understanding of literature as a source of understanding oneself, others and society. The students continue to develop the ability to express ideas about literature/text using the appropriate register. The course also aims at providing a sense of cultural heritage through the study of relevant German language works.

### **Unit Area:** Summer reading

Students will reflect on their personal summer reading book choice. They will learn to understand the key concepts, such as plot/theme/setting/place/time/symbolism in literature, stylistic devices, themes and motifs. The student will be introduced to the MYP and the Areas of Interaction as well as the corresponding questions. They will present their book while highlighting one Area of Interaction of their choice.

### **Unit Questions**

- How do I organize my presentation?
- How do I communicate insight, opinions and thoughts?
- What is the connection of my book and the chosen AoI?
- Why did I choose the AoI that I chose?
- How can I show the correlation?

### **Unit Area:** "*Das Austauschkind*" and Google Earth

This unit introduces the student to the design cycle and the possibilities of Google Earth in connection with literature. They will learn how to apply the design process in order to create an interactive map in Google Earth. They will identify important places and events in the story and select appropriate digital content to tell the story of the main character. They will focus on how he changes behavior/perception, as well as how he presents himself and confronts others.

### **AoI:** Community and Service

**Unit Question:** How do our environment and the place where we live affect the way that we act and behave?

### **Unit Area:** Narration

Students will review the basic structure of a narrative story "Einleitung - Hauptteil - Schluss", they will learn the inner form of a narration "Treppenmodell der Handlungsstufen", how to develop the climax of their story and the elements of narration: metaphor, simile, direct speech. Students will write their own story incorporating the elements of effective writing, making use of their expanding vocabulary and increasing precision in expression.

### **AoI:** Human Ingenuity

### **Unit Questions**

- How does narration enrich and change our lives?
- Why do we write?
- What are the elements of narration?
- What is the difference between oral and written narration?



- How can I captivate an audience?
- How can I captivate a reader?

**Unit Area:** Short Stories (Kurzprosa)

This unit introduces the students to the literary genre of short prose and the most famous stories surrounding the traditions of Eulenspiegel and Muenchhausen. They will study the contributions of this kind of short prose and their sources to the cultural heritage. They will develop criteria to evaluate the graduation from truth to exaggeration to lie and try their hand at this ancient form of entertainment. They will experience masterful storytelling and learn to emulate it. In analyzing the tales they will explore the lessons learned in the stories.

**AoI:** Approaches to Learning, Community and Service

**Unit Questions**

- What are some of the oral traditions in German story telling?
- How do the stories influence our view and sense of our culture?
- What makes writing and storytelling interesting?

**Unit Area:** A study of Andrea's Schlüter's "*Die Stadt der Kinder*"

Students will maintain a reading log for the book. They will present the main ideas and transform facts creatively. Each student chooses one Area of Interaction which represents the ideas of the text and presents the connection. The main focus will be to understand our roles in the society and draw conclusions from the book.

**AoI:** Approach to Learning, Health and Social Education, Human Ingenuity, Community and Service

**Unit Questions**

- How do we function as a society, as a community?
- What is my role in the community?
- How do I identify what interests me in a novel and use this to go further in my understanding?
- What can be the consequences of our creations?
- How do we take care of ourselves and others?

While the MYP units provide the big throughline ideas, 6<sup>th</sup> grade German will also consolidate the Approach to Learning and its necessity to master the different elements of the course. Grammar and orthography work will be a constant companion through the different units.

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Internal Assessment policy which can be found in the AIS Parent/Student Handbook and on [www.aischool.org](http://www.aischool.org). Teachers will use a balance of formative and summative assessments to provide ongoing feedback for student improvement. All MYP courses will use subject specific criteria at least twice per semester to mark a variety of assessments. For Group 1 courses these criteria are:

Criterion A - - Content

Criterion B - - Organization



#### Criterion C - - Style and Language Usage

The course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: creative work (Map design, game design), presentations (narration, skits), quizzes, knowledge-based tests, group work, and individual participation.

#### **Resources:**

*Christine Nöstlinger: Das Austauschkind*

*G.A. Buerger: Münchhausens Abenteuer*

*ER: Till Eulenspiegel*

*Verstehen und Gestalten B6*

*Gerhard Widmann Aufsatz; der Bericht*

*Andreas Schlüter Level 4 - Die Stadt der Kinder*

*Topfit Deutsch: Grammatik und Zeichensetzung*

*Topfit Deutsch: Rechtschreiben*

Google Map

Design Cycle



## Grade 6 Spanish (MYP 1) – Course Description

Grade 6 Spanish is a balanced program that aims to develop students reading, speaking, writing and viewing skills. Students explore various genres of texts and start to develop an understanding of literary devices and their cultural meaning. Students are initiated in how to approach different types of texts.

### General questions for this course

- How does the interaction with other people or groups of people affect us?
- How do we learn conflict resolution? How can we “mediate”?
- How do authors depict social and social interaction problems?
- What methods do authors use to convey their ideas and messages?
- How can we discover literary devices in readings, poems, songs and types of texts?
- How can we improve our linguistic skills? How can we use them in reading, writing, speaking and in other daily situation?

### Unit Area: Our Stories – Personal Experiences

Students will read different types of stories and texts that help create an awareness of different styles of writing and their purpose.

**AoI:** Human Ingenuity

**Unit Question:** Why do we write?

### Unit Area: Coming of Age

Students will read *El Terror de Sexto B* and various short stories from their text books. Students will focus on the topic of conflict resolution, social interaction and the way authors use literary devices to reflect these issues in short stories. Students will work reading comprehension, oral presentation using design and technology, and debates.

**AoI:** Approaches to Learning

### Unit Questions

- How can a sense of humor help us to see things from different perspectives?
- How do writers use humor such as satire, parody, irony and sarcasm in their works?
- How does the use of humor in literary works show us hidden aspects of reality?
- Can humor be used as a “weapon” (a subversive way) to fight in certain contexts?

### Unit Area: Environmental Issues – Water

The students will read *El camello de hojalata* by Ghazi Abdel-Qadir and reflect on water as a natural resource. They will explore issues that may arise from its use.

**AoI:** Health and Social Education

### Unit Questions

- What does progress mean?
- What impact has on us the changes we do on our planet?
- Can we use the sense of humor in serious topics like environment?
- How do writers reflect environmental problems in their literary works?



**Unit Area:** Our Values

Students reflect on different societal values and further develop their critical thinking skills. They will focus on recognizing the how cultural values differ and learn how to accept and respect these differences.

**AoI:** Health and Social Education

**Unit Question:** What are the most important values in your culture?

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. These criteria include Content, Organization, and Style and Language Usage.

**Resources:**

Tesoros de lectura Editorial McMillanMcGrawHill

Cuaderno de práctica. Editorial McMillanMcGrawHill

Manual de gramática y escritura. Editorial McMillanMcGrawHill

*El Camello de Hojalata* - Ghazi Abdel-Qadir

Querido hijo: estás despedido Jordi Sierra i Fabra

*El Terror de Sexto B* - Yolanda Reyes



## Grade 7 English (MYP 2) – Course Description

Grade 7 English is a balanced program that aims to develop students' skills of reading, writing, speaking, and viewing. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. At the same time, students hone their ability to express their own ideas in various modalities, including writing and speaking. Throughout the course, vocabulary and grammar are taught in context.

### Through Line Questions:

- How do reading and analyzing literature help me to understand myself and the world? (HSE/ATL)
- How can I communicate effectively in written and spoken form? (ATL)
- How does technology aid in communication? (HI)

### Unit Area: Science Fiction

This unit serves as introduction to English 7. Students will initially explore the genre through a discussion and plot analysis of *House of the Scorpion*. They will also write a persuasive essay taking a stance on the issue of cloning. Also, students will research current events to choose a particular scientific or environmental topic to pursue in their own science fiction piece. In addition to English content knowledge and skills, students will be reminded of ATL skills, such as working in groups, using the writing process, and practicing peer revision, that will be employed all year.

**Aol:** Human Ingenuity

**Unit Question:** How do authors make us reflect on the changes in our world?

### Unit Area: Jack London's *Call of the Wild*

In this unit, students will explore the effect an environment can have on a character through a novel study of *Call of the Wild*. Students will keep dialectical journals noting how Buck adapts to his new environment. Using these entries, they will compose a literary essay in which they explain Buck's adaptation and transformation throughout the novel. In addition, students will also further their understanding of ATL skills by learning the process of textual annotations.

**Aol:** Environments

**Unit Question:** How do we respond to our environments?

### Unit Area: Wikis

During this unit, students will create a wiki site as a forum of information to their peers of several working CAS groups at AIS. Students will research the causes that CAS groups support, conduct interviews with current members and moderators, and develop a wiki that educates and motivates the AIS community. At the end of the unit, students will present their wikis to the class. Throughout the unit, students will use process journals to monitor their progress and reflect on their work.

**Aol:** Community and Service

**Unit Question:** How can I contribute to the community?



**Unit Area:** Poetry and Shakespearean Drama

Students will think about how the writers use poetic language to explore ideas. Focus is given to the literary features of figurative language, poetic devices, and conflict. Students will employ the various poetic formats to create original poems. They will also paraphrase the sonnets to aid in their comprehension of Shakespeare's *Macbeth*. Students will apply their previous novel study skills to trace the development of the main character throughout the play. Students are encouraged to find their own connections to the various AoI.

**AoI:** Human Ingenuity, Health and Social Education

**Unit Questions**

- How do structure and format help us to understand ideas?
- What is the nature of humanity's struggle between good and evil?

**Teaching and Assessment**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on the AIS website under Academics, Curriculum and Assessment. Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. These criteria include Content, Organization, and Style and Language Usage.

This course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include technology projects, presentations, writing (creative, persuasive, response to literature, and analytical), homework, quizzes, debates, recitations and skits.

**Resources:**

*Elements of Literature First Course.* Holt, Rinehart and Winston: Austin, 2007.

*House of the Scorpion.* Farmer, Nancy.

*Call of the Wild.* London, Jack.

*Macbeth.* Shakespeare, William.



## Grade 7 French (MYP 2) – Course Description

Grade 7 French is a balanced program that aims to develop students' skills of reading, writing, speaking, and viewing. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. The course also provides a sense of cultural heritage through the study of major works in French. At the same time, students hone their ability to express their own ideas in writing and speaking. Throughout the course, vocabulary and grammar are taught in context.

### Through Line Questions

- How can literature be both fun and meaningful? (ATL)
- How do reading and analyzing literature help me to understand myself and the world? (HSE/ATL)
- How are individual and cultural differences significant to me? (HSE/C&S)
- How can I communicate effectively in written and spoken form? (ATL)
- How do I become an independent learner? (ATL)
- How can we build a supportive classroom environment? (ATL)

### Unit Area: Communication – A Difficult Art

Students are offered an opportunity to assess and enhance their communicative skills. Various types of activities are practiced: group oral presentation on the summer reading, interview of an imaginary character (role play), group discussion on the interviews, note taking. Students reflect on the different registers of language and their use, open-ended vs. close-ended questions, the importance of listening. They also explore different codes of written dialogues.

**AoI:** Approach to Learning

#### Unit Questions

- What makes communication work?
- What are the obstacles to a good communication?
- Why and how do we adapt our language to different types of audiences and different contexts?
- How do you transfer oral language into a written form?

### Unit Area: Dangerous places – Adventure Stories

Students study two narrative genres and a pictorial genre. They identify their codes to become better critical readers and viewers and learn to articulate their intellectual and emotional reactions to texts and images. Students reflect on the effects of danger on us, and on our relationship to nature. Students practice various systems of tenses in their written assessments.

**AoI:** Environments

#### Unit Questions

- What drives humans to explore dangerous and unknown places?
- How do we react in the face of danger and how does it change us?
- What do adventure novels tell us about the relationship between man and nature?
- Why are we fascinated by wilderness?



**Unit Area:** Poetry – Harmonious Dreams

Students focus on the musical aspect of poetry. They listen to poems, read aloud and recite poetry with a deliberate attention to pronunciation and rhythm. They study various forms of poems and identify rhythm patterns and sound effects such as rhymes, alliterations and assonances, anaphors. They also write poems following various formal constraints. They are encouraged to play with words while expanding their vocabulary and using different sentence structures.

**Aol:** Human Ingenuity

**Unit Question:** How do poets create music with words?

**Unit Area:** Exceptional Characters - Medieval Knights

(Molière La Farce: *Les Fourberies de Scapin*)

Students study classic texts with a rich cultural heritage. They learn to appreciate their qualities, to understand their historical context but also their relevance to today's world. Students study and produce complex sentences, using conditional and subjunctive moods. They imagine, represent, describe and embody their own ideal knight. They also stage excerpts from the play. The unit on the knights gives the opportunity of collaborative work with the History teacher.

**Aol :** Community and Service

**Unit Questions**

- How do knights embody human ideals?
- Why are we attracted by trickster characters?

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org) under Academics à Curriculum and Assessment. Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. These criteria include Content, Organization, and Style and Language Usage.



## Grade 7 German (MYP 2) – Course Description

Grade 7 German continues to develop the students' written and oral skills started in grade 6. Students will explore various genres and increase their understanding of literature as a source of understanding oneself, others and society. The students continue to develop the ability to express ideas about literature/text using the appropriate register. The course also aims at providing a sense of cultural heritage through the study of relevant German language works.

### WHAT MAKES A HERO?

**Unit Area:** The Underdog Hero with Magical Help – An Exploration of Fairy Tales  
Students will be introduced to the literary genre of short prose and the traditions of storytelling. They will learn about the Grimm brothers' contributions to the cultural heritage. They will explore criteria of great storytelling and try their hands at this ancient form of entertainment. They will explore the lessons learned in the stories and the human characteristics that lead to rewards. Through writing their own fairy tales they will consider the following questions:

**AoI:** Approaches to Learning, Human Ingenuity, Community and Service

#### Unit Questions

- Why and how are fairy tales told?
- How do these tales connect us?
- What makes writing and storytelling interesting?

**Unit Area:** Achilles, Agamemnon and Co – The Warrior as a Prototype of a Hero?

After an introduction to Greek legends and myths through listening activities and summarizing tasks, the students will read "*Der Kampf um Troja*". They will gain a thorough knowledge of the main events and characters and discuss whether or not our image of a hero has changed through times. Following the Design Cycle the students will create an electronic game using, designed to teach about the Trojan War.

**AoI:** Approaches to Learning, Health and Social Education

#### Unit Questions

- What is a hero?
- Are our lives determined by "fate" or do we determine "fate?"
- How can a game be an effective teaching tool?
- How do I learn through listening?

**Unit Area:** The hero within us: A study of Christine Nöstlinger's "*Maikäfer, flieg*"

The students will learn about the historical context of the novel. They will reflect on the heroism of ordinary people in extraordinary times and study the basics of characterization.

**AoI:** Health and Social Education, Human Ingenuity

#### Unit Questions

- Can ordinary people be heroes?
- How does an author create a character?



**Unit Area:** The heroic and Not-So-Heroic – A Study of *John Maynard*, *Der Handschuh* and *Der Zauberlehrling*

The ballad will lead us from narrative text to poetry. The students will explore the poetic elements of the ballad while appreciating its narrative style. In a subsequent short introduction to poetry the students will discuss the differences and similarities between these two types of literature and gain basic vocabulary to describe their rhythm and form.

**AoI:** Approaches to Learning, Health and Social Education

**Unit Questions**

- How is poetry different from prose?
- How do I talk about poetry?
- Is there a link between responsibility and heroism?

While the MYP units provide the big throughline ideas, 7<sup>th</sup> grade German will also consolidate the Approach to Learning and its necessity to master the different elements of the course. Grammar and orthography work will be a constant companion through the different units.

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. For Language A courses these criteria are:

Criterion A - - Content

Criterion B - - Organization

Criterion C - - Style and Language Usage

The course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: creative work (fairy tale, game design), presentations (narration), quizzes, knowledge-based tests, group work, individual participation.

**Resources:**

*(Lose-Blatt-Sammlung: Gedichte und Balladen)*

*Verstehen und Gestalten B7*

*Paul Hühnerfeld: Der Kampf um Troja*

*Christine Nöstlinger: Maikäfer, flieg*

*Griechische Sagen, neu erzählt (Hörspielkassetten von Igel-Records)*

*Topfit Deutsch: Grammatik und Zeichensetzung*

*Topfit Deutsch: Rechtschreiben*



## Grade 7 Spanish (MYP 2) – Course Description

Spanish 7 is a course that encourages students to continue developing their skills in the Spanish language, reinforcing all competences of the language: writing, reading, speaking and listening. Students will develop critical analyzing skills, acquire speaking techniques appropriate in formal and informal contexts, and explore culture through different genres of literature. Students develop a critical and creative approach that will prepare them for the Diploma Program.

### **Unit Area:** Communication

Students will study verbal and non verbal communication through contextualized observations of their surroundings. They will analyze, recognize, and properly interpret our body language and public interactions. Grammar and spelling will be reinforced.

**AoI:** Community and Service, Environment

### **Unit Questions**

- How do humans communicate with each other?
- In how many ways do we communicate with each other and our environment?
- What are the different elements that intervene in our communicative events?
- How can we improve communication around us?

### **Unit Area:** Communication through Literature

Students will explore different types of texts and learn how to identify and analyze them. They will focus on the concept of literary genre and the organization and classification of literary and non literary texts.

**AoI:** Approaches to Learning, Human Ingenuity

### **Unit Questions**

- How do we communicate through literature?
- How did storytelling and other forms of oral expression developed into Literature?
- How do we express ourselves through literary textual forms?
- How do we analyze different types or literary texts?

### **Unit Area:** Fables and short stories

Students will learn how to identify different characters, time, space and types of narrators in short stories and fables. Students will debate their personal interpretation of a fable and short story. They will study anachronism in a variety of texts.

**AoI:** Human Ingenuity, Health and Social Education

### **Unit Questions**

- What are the main procedures to create and identify a fable and a short story?
- What are the components of a fable and a short story?
- How modern authors revise tradition to create new fables and short stories?



**Unit Area:** Fictional Novels

Students will analyze a fictional novel. They will identify the different components of a novel as well as the narrative techniques used by authors. The class will reflect on the creative process of a fictional novel.

**AoI:** Health and Social Education, Human Ingenuity

**Unit Questions**

- What is a fictional novel?
- How do authors create a fictional novel?
- Do we read a novel in the same way we read a fable or a short story?
- How do the characters evolve through the novel?

**Unit Area:** Historical Novels

Students will learn how to analyze a historical novel. They will analyze and recognize the differences between a fictional and a historical novel. They will research historical data and explore how the historical events have been changed into fiction.

**AoI:** Human Ingenuity, Community and Service

**Unit Questions**

- What is a historical novel?
- How can History become a novel?
- How do we react to the events of a historical novel compared to a fictional novel?

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. These criteria include Content, Organization, and Style and Language Usage.

**Resources:**

Textbook: *Canal 1*

Reading books:

*La fábula de la mazorca*, Armando J. Sequera

*El jorobado y otros relatos*

*La leyenda del rey errante*, Laura Gallego García

*Cruzada en jeans*, Thea Beckman

*Guárdate de los Idus*, Lola Gándara



## Grade 8 English (MYP 3) – Course Description

Grade 8 aims to develop students' reading, writing, speaking, and viewing, with an emphasis on their writing skills. Students engage in a detailed study of texts, including non-fiction, to develop their understanding of the power of the written word, and the variety of ways it can be used. Additionally, they will produce a portfolio of essays after the first semester. Students also hone their ability to express themselves orally, presenting their ideas and opinions to the class. Throughout the course, vocabulary and grammar are taught in context.

### Through Line Questions:

- How do I communicate my ideas clearly and effectively in writing? (ATL)
- How many different ways do people use writing? (ATL)
- How do reading and the study of texts help me to understand the world around me and the people in it? (ENV/C&S)

### HEROES, QUESTS, AND THE PURSUIT OF JUSTICE

**Unit Area:** What compels heroes to go on quests?

This unit builds off required summer reading (Will Hobbs' *Crossing the Wire*, Eoin Colfer's *Airman*, and one additional novel of their choice) and required viewing (The Princess Bride), all of which involve heroes going on quests. Students will reflect on their own personal quests, will compare and contrast heroic quests' from two different texts, and will explore the concept of heroic quests in different genres and aspects of culture. At the end of the unit, students will write their own narrative that follows the conventions of the heroic quest.

**AoI:** Community and Service

#### Unit Questions

- How do we define "hero"?
- What motivates characters to change their situation/condition?
- How do characters develop in their interactions with other characters and/or the obstacles in their lives?

**Unit Area:** Can justice prevail?

After looking at more conventional ideas of the hero, we will read our first novel, Harper Lee's *To Kill a Mockingbird*, which introduces a more complex, unconventional hero in its character of Atticus Finch. Our study of this character's "heroism" will lead to larger questions of justice (some of which are outlined above). This unit will culminate in student presentations in which they perform monologues from particular characters' perspectives, attempting to address the novel's issues of justice.

**AoI:** Community and Service

#### Unit Questions

- What does the word justice mean to you?
- Is crime ever justified?
- What constitutes a coming of age experience?
- How can point-of-view/perspective influence a reader's perception of events?



- How can we ever 'walk in [someone else's] shoes'?

### **WHAT WORDS CAN DO**

**Unit Area:** How does a writer use style to unnerve the reader?

In this unit, students explore a selection of stories by Edgar Allan Poe, a writer known for using language to create suspense, discomfort, and fear in the reader. Students will learn to focus on Poe's use of language to create character and atmosphere. This unit will culminate with a pastiche assignment in which students write a short story in the style of Poe.

**AoI:** Human Ingenuity

#### **Unit Questions**

- What is the relationship between style and mood?
- Why do we enjoy the 'horror' genre?
- What makes Poe such an effective horror story writer?
- Where do writers get their inspiration?

**Unit Area:** What do the lover, the lunatic, and the poet have in common?

In this unit, students are introduced to the conventions of the Shakespearean comedy through the play *A Midsummer Night's Dream*. In addition to becoming more familiar with reading and understanding Shakespeare's style, they will focus specifically on the motif of love and the motivations of the main characters. The combination of the supernatural, emotional, and playful causes of the play's main conflicts will direct students to the unit question above: what do the lover, the lunatic, and the poet have in common? At the end of this unit, students will do creative oral presentations.

**AoI:** Health and Social Education

#### **Unit Questions**

- What is the difference between love and infatuation?
- How have gender roles changed, in the area of romance, since Shakespeare's days?
- How many types of love are there?
- What role do dreams play in people's lives today?

**Unit Area:** What are the advantages to revisiting one's writing?

In this unit, the students will learn strategies to improve their writing style through self and peer editing and will gain an appreciation for the writing process.

**AoI:** Human Ingenuity

#### **Unit Questions**

- What is the revision process?
- How can I strengthen my writing?
- How should I present my writing?

### **Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to



demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. These criteria include:

Criterion A – Content

Criterion B – Organization

Criterion C – Style & Language Usage

This course focuses on developing writing skills, and analytical approaches to reading. There is an oral skills component, comprising recitations and monologues, as well as the more formal assignments such as tests, quizzes, and essays.

**Resources:**

*Writer's Inc.* Sebranek/Kemper/Meyer; Harper Lee, *To Kill A Mockingbird*; Edgar Allen Poe, *The Raven, Selected Short Stories*; William Shakespeare, *A Midsummer Night's Dream*



## Grade 8 French (MYP 3) – Course Description

Grade 8 is a balanced program that aims to develop students' skills of reading, speaking, and writing. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. At the same time, students hone their ability to express their own ideas in writing and speaking. Throughout the course, vocabulary and grammar are taught into context so that studying language is always related to understanding meaning.

### Through Line Questions

- What is a literary text and what is not?
- What are the different aims of literature?
- What can literature teach us about our use of language and how we communicate?
- How does the choice of genre and tone shape meaning in literature?
- How do the reader's expectations and writer's intention meet?
- How can literature teach us about the past and make us reflect about contemporary times?
- How does literature help us become critical thinkers?

### Unit Area: How It All Starts – The Opening Page of a Story

Students will be asked to analyze the nature of the relationship between reader and writer. Students will study the opening page of a variety of works of fiction, and will identify the different uses of tone and technique. Formative assessments will include quizzes and short pastiches. The summative assessment for this unit will be to create the opening page of an original fiction book, along with its title, full cover design and back-cover summary.

**AoI:** Human Ingenuity

**Unit Question:** What is necessary for a reader to "get into" a story, and what does this metaphor mean?

### Unit Area: Short fiction – Spooky Stories by Guy de Maupassant

This unit will focus on a literary genre (le Récit Fantastique) that follows specific rules in form and content to create a strong emotional reaction (e.g: fear, disgust, shock, etc.). Students will read and analyze short stories by Guy de Maupassant; they will define words such as "bizarre, weird, strange" and discuss our most common phobias. Students will identify how the author manages to scare his readers through his description of time and place, and the intrusion of an irrational in a realistic setting. Their reflection will culminate in the writing of a scary short story.

**AoI:** Health and Social Education

**Unit Question:** What are our most common fears and how do they appear in those stories?

### Unit Area: Poetry – Florilège poétique

Students will continue their study and use of style in poetry. Students will discuss the specifics of poetic language and will evaluate the effects of style on meaning. They will analyze a wide



array of poems, varying in form, tone and theme. Their final summative assessment will be to write a collection of ten poems also varying in form, tone and theme.

**AoI:** Human Ingenuity

**Unit Question:** How does poetry play with our emotions?

**Unit Area:** Historical Fiction – *A la poursuite d'Olympe*, Annie Jay

Students will think about the way literature teaches us about the past and helps us get a better understanding of culture and history. Through the study of a historical novel, students will research aspects of 17<sup>th</sup> century France (such as the Absolute Monarchy of Divine Right, social hierarchies, hygiene, professions, gender roles...). Formative assessments will include quizzes and group presentations on the use of historical elements in the novel. The culminating task will consist of a creative-writing piece set in Louis XIV's time: one event seen by three characters coming from different social backgrounds, illustrating varying points of view.

**AoI:** Environments

**Unit Question:** How do the society and time period we live in shape our identity?

**Unit Area:** Drama – *Le Bourgeois Gentilhomme*, Molière

Students will reflect on the historical value of literature. They will study the specifics of language in drama. This 17<sup>th</sup> century play will allow them to discuss tone, social and moral satire. Formative assessments will include quizzes on comic devices. Students will be asked to prepare and perform a theatrical dialogue using comic devices.

**AoI:** Human Ingenuity

**Unit Question:** How does Moliere make us laugh at universal human flaws?

**Unit Area:** Social Satire – *When Literature is a Weapon*

Students will reflect on the political purposes of literature. By making parallels with contemporary satire from newspapers, TV programs and cartoons, students will study the different uses of irony and style to address social issues. Students will also read fables from Florian and various texts from the Enlightenment. Their culminating task will be to write a satirical pamphlet about a contemporary real-life issue.

**AoI:** Health and Social Education

**Unit Question:** How does literature foster critical thinking?

### **Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org) under Academics à Curriculum and Assessment. Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. These criteria include Content, Organization, and Style and Language Usage.



## Grade 8 German (MYP 3) – Course Description

Grade 8 German is a balanced program that aims to develop students' skills of reading, writing, speaking, and viewing. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. The course also provides a strong sense of cultural heritage through the study of some major German works. Students hone their ability to express their own ideas in writing and speaking.

### Through Line Questions

- Who am I? What makes me this way?
- Who do I want to be? Why do I want to be like this?
- Who should I be? What supports/impedes this?

### **Unit Area:** *Die Unendliche Geschichte*

Students will use the guiding question to develop their ability to move beyond retelling a story into literary analysis. Through a creative project the students show their content knowledge, continue to develop the stories in a creative manner, and analyze a passage.

**AoI:** Community and Service, Health and Social Education

**Unit Question:** How do I find out who I truly am?

### **Unit Area:** Media – The Newspaper

Students explore the process from an event to a newspaper article. They gain insight into the different types of text produced for newspapers and magazines, and start to recognize bias in writing.

**AoI:** Human Ingenuity

**Unit Question:** How do newspapers influence our life/thinking?

### **Unit Area:** *Kleider machen Leute* (mit Novellentheorie)

While discovering the dramatic structure of a 19<sup>th</sup> century novella, the students explore the age old question of how your outer appearance influences the way others perceive you, and how in consequence, this influences your own behavior and self-image.

**AoI:** Health and Social Education

**Unit Question:** How does one's public image influence one's self-perception?

### **Unit Area:** Trivialliteratur (Krimi)

Through the comparative study (in excerpts) of classic and mass market books, students discover criteria which allow them to evaluate and discuss the quality of literature.

**AoI:** Approaches to Learning, Human Ingenuity

**Unit Question:** What is a good book?



**Unit Area:** *Nibelungenlied*

This unit continues the vertical curriculum articulation as it pertains to oral tradition and storytelling, begun in grades 6 and 7. The study of one of the oldest pieces of literature in German allows us a peak into the development of languages. Through contrast and compare discussions, we will find out how our ancestors saw their world, to what extent we share their views and values. We pose the question whether the human experience remains in essence unchanged throughout our history.

**AoI:** Community and Service, Human Ingenuity

**Unit Question:** Why do we keep telling the same old stories?

**Unit Area:** Inhaltsangabe + Kurzgeschichten

Students practice to distill and express the essence of a short story through summarization techniques. By reducing a story to the bare bones of content, they develop an appreciation for the author's artistic choices and an awareness of how these choices convey the author's intent.

**AoI:** Approaches to Learning, Human Ingenuity

**Unit Question:** Can a reader read an author's mind?

Most grammar units are taught in context and are reinforced during writing training. Special focus this year is on the subjunctive mood as used in indirect speech, and complex sentences.

**Teaching and Assessment:**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. For Language A courses these criteria are:

Criterion A - Content

Criterion B - Organization

Criterion C – Style and Language Usage

This course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: tests, projects, presentations, exhibits, writing (creative, persuasive, descriptive, analytical), homework, quizzes, debates, presentations, recitations and skits.

**Resources:**

*Unendliche Geschichte* (Michael Ende)

*Kleider machen Leute* (Gottfried Keller)

*Verstehen und Gestalten B8* (Oldenbourg Verlag)

*Top fit „Inhaltsangabe“* (Oldenbourg verlag)



## Grade 8 Spanish (MYP 3) – Course Description

Grade 8 Spanish is a course that encourages students to continue developing their Spanish language skills, reinforcing all areas of the language: writing, reading, speaking and listening. Students will develop critical analyzing skills, acquire speaking techniques appropriate in formal and informal contexts, and explore culture through different genres of literature. Students develop a critical and creative approach that will prepare them for the Diploma Program.

### Through Line Questions

- How does literature help explain reality and understand ourselves?
- How are ways of living and thinking being portrayed in literature?
- How do I remember a poetic text best?
- What are different genres characteristics?

### Unit Area: The origins explained

Students will read myths, legends and folk tales from different countries and reflect on their own spiritual awareness and beliefs. Students will identify characteristics of the texts and create a myth to explain the origin of their surroundings. Students will also read modern adaptations of folk tales (*Caperucita en Manhattan* by Carmen Martín Gaité) and consider their validity.

**AoI:** Health and Social Education

### Unit Questions

- How have people used literature to explain unknown origins?
- How do myths help us to understand ourselves?

### Unit Area: How to survive

Students reflect on how to adapt to new situations, self protection and risk taking through the reading of *Relato de un Náufrago* by Gabriel García Márquez and *Huesos de Lagartija* by Federico Navarrete. Students will work on their creative and persuasive writing skills.

**AoI:** Health and Social Education

### Unit Questions

- Can literature help me "survive"?
- How does knowledge make me powerful?
- How does a human being learn to survive in an extreme situation?
- Is it possible to be objective when writing about politics?
- How is the community able to help people in need?
- How are you able to help people in need?
- How does a journalist write a story pertaining to politics without being targeted for it?
- What makes a community worship someone as a hero?

### Unit Area: How do immigrants think and act?

Students will analyze *Ecos del desierto* by Silvia Dubovoy, non-fictional texts, songs and the movie *Al otro lado*, directed by Gustavo Loza in order to identify, compare and contrast means to convey immigrants' feelings.



**Aol:** Health and Social Education

**Unit Questions**

- Am I an immigrant?
- How do immigrants look after themselves and others?

**Unit Area:** Poetry

Students will share traditional songs they. Students will identify different kinds of repetitions as a main literary device used by poets. Discussions will revolve around the different ways of spreading poetry: through text and/or music. We will explore whether the lyrics or the music in songs are more important for students.

**Aol:** Human Ingenuity

**Unit Questions**

- Is it poetry a portrait of life?
- Why have people felt the need to sing?
- What do I enjoy the most: reading in silence or reciting?

**Unit Area:** The Curtain Rises

Students consider the meaning of the word "espectáculo" and discuss about drama as a reflection of life. Students identify differences and similarities between narrative and dramatic texts. Concepts such as scene, act and monologue are introduced. Students develop creative writing assignments in which they create a theatrical text.

**Aol:** Human Ingenuity

**Unit Questions**

- What are important elements for a theatrical representation?
- How do I recognize a theatrical text?
- Would I rather follow a script or improvise? Why?

**Teaching and Assessment:**

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Criterion A – Content

Criterion B – Organization

Criterion C – Style and Language Usage.

This course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: tests, oral presentations, writing (persuasive, creative, descriptive, analytical), homework, quizzes, debates, representations and recitations.



**Resources:**

*Canal 2.* Lengua y literatura. Editorial Vicens Vives

*La ciudad de las bestias.* Isabel Allende

*Caperucita en Manhattan.* Carmen Martín Gaité

*Huesos de lagartija.* Federico Navarrete

*Relato de un naufrago.* Gabriel García Márquez

*Ecos del desierto.* Silvia Dubovoy

*De todo corazón: 111 poemas de amor.*

*Los árboles mueren de pie.* Alejandro Casona



## Grade 9 English (MYP 4) – Course Description

Grade 9 English is a diverse and balanced class that aims to develop students' skills of reading, writing, speaking, and viewing. Students are encouraged to see literature as a means of understanding the growth processes all humans go through. Students are also encouraged to see literature as a means of seeing into times and places different from our own and as a global human enterprise, an enduring product of human ingenuity. In other words, their attention is directed to the ways in which authors use and build on each others' works.

### Through Line Questions:

- How does literature promote and enable self understanding?
- How does literature promote and enable understanding of the world?
- How can one discern and map the patterns that undergird a work of literature?
- In what ways is literature a global enterprise?
- How do words work? For me in my essays? For authors in their works?

**Unit Area:** Coming of Age: *The Secret Life of Bees*, Sue Monk Kidd

**AoI:** Health and Social Education

### Unit Questions

- How are young people in fiction works shaped by their communities and experiences?
- How and why do they change?
- What does it mean to come of age?
- What was life like in the 1950's in the South?
- How does Kidd reveal life in the South during the 1950's? What, potentially, is the personal value of religion?
- What is the potential value of family, especially of mothers?
- How can one make the essay writing process better by annotating the text?
- How may nature be used to reveal aspects of the human condition?
- What does it mean to come of age?
- How is human experience revealed in poetry and prose?

**Unit Area:** Novel Study: *Black Boy*, Richard Wright

**AoI:** Community and Service

### Unit Questions

- How can the central character respond to challenges in their communities?
- What challenges confront the protagonist, and how does he respond to them?
- How does the author portray the society of that time and place?

**Unit Area:** Essay Study: *The Essay*, Ed. Robert Di Yanni – a collection of nonfiction essays

**AoI:** Human Ingenuity

**Unit Question:** How do essayists use language to describe, influence, or persuade?



**Unit Area:** Poetry

In this short unit, students will examine different forms and styles that are employed to express a range of human emotions.

**AoI:** Health and Social Education

**Unit Question:** How does the poet express what it means to be human?

**Unit Area:** Shakespeare: *Romeo and Juliet*

**AoI:** Health and Social Education

**Unit Questions**

- What are the themes in literature that transcend time?
- What do mythological allusions add to the play?
- How does Shakespeare portray family, interpersonal, and societal relationships?
- What is love?
- Why might some people think that Shakespeare is the greatest English writer of all time?
- What are the differences between a movie and a play? Can drama transcend time?

**Unit Area:** Novel Study: *Brave New World*, A. Huxley.

**AoI:** Environments

**Unit Questions**

- To what extent are we products of our own environments?
- Can science cure social problems?
- Is the well being of the community more important than the well being of an individual?
- Is happiness the most important of all goals?
- What role do the works of Shakespeare play in the novel?
- How does conflict guide the development of plot?

**Assessment**

All courses in the secondary school follow the Secondary School Assessment Policy, which can be found on [www.aischool.org](http://www.aischool.org). Students engage in multiple forms of formative assessment that help them develop their knowledge and skills. Summative assessments allow students to demonstrate their learning and are marked on subject specific assessment criteria. All Group One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. For Language A, these criteria are:

Criterion A – Content – Maximum 10

Criterion B – Organization – Maximum 10

Criterion C – Style and Usage – Maximum 10

Types of assessment for this course include: tests, projects, presentations-written and oral, writing (creative, narrative, expository, persuasive, response to literature) homework, and group presentations.



## Grade 9 French (MYP 4) – Course Description

Grade 9 is a balanced program that aims to develop students' skills of reading, speaking, and writing. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. At the same time, students hone their ability to express their own ideas in writing and speaking. Throughout the course, vocabulary and grammar are taught into context so that studying language is always related to understanding meaning. The main focus of this year is to develop critical thinking skills and self-awareness.

### Through Line questions

- What does it mean to be culturally aware?
- What does it mean to be self-aware?
- What defines human and inhuman behavior?
- Is there a difference between opinion, bias, perspective and viewpoint?
- How do we exchange diverging opinions effectively, efficiently and clearly to someone?

### Unit Area: Descriptive Writing – Familiar and Exotic Places

The focus of this unit being description, students will work on a variety of supportive materials: texts, photographs, paintings and music. Their work on descriptive texts from traveling authors and varying viewpoints will lead them to reflect about their own experiences abroad and their perspectives on other cultures. The culminating task is a Travel Diary in the country of their choice (a place they have visited or not). Students will present their work to the class, reading descriptive passages with a musical accompaniment highlighting mood and setting.

**AoI:** Environments

**Unit Question:** What do environments tell us about the people who live in them?

### Unit Area: Character Investigation

Students will focus on describing people. After analyzing several examples of characterization in crime stories, they will create their own fictional person within the codes of Detective Novels. The culminating task will consist of a performance of skits where each student incarnates his/her character.

**AoI:** Human Ingenuity

**Unit Question:** How does a character become "alive" through his/her actions, appearance, personality and language?

### Unit Area: Autobiography – *Persepolis*, Marjane Satrapi

Students will reflect on the autobiographical character/author, who is half-way between fiction and reality. This graphic novel is set in Iran in the 1970's. Students will be applying their critical apparatus to comment a visual text. Their culminating task will consist of an illustrated autobiographical text and its critical commentary.

**AoI:** Health and Social Education

**Unit Question:** What does truth mean for the writer of an autobiography?



**Unit Area:** Science Fiction – *Planet of the Apes*, Pierre Boulle

Students will continue their reflection on understanding ourselves, but now within the context of a wider society. Boulle's novel offers many issues of knowledge about humanity that students will be asked to investigate and discuss. Formative assessment will include short written close-reading of passages. Students will write a class essay on the guiding question listed above.

**AoI:** Health and Social Education

**Unit Question:** What defines Humanity?

**Unit Area:** Debate on a contemporary theme – The Use of Animals for Scientific Research

The theme of scientific experimentation on animals comes naturally as a contemporary issue to discuss in order to strengthen skills in persuasive writing and speaking. In this short unit, students will be asked to debate and discuss the issue, in groups and individually. They will learn how to build a strong argument, to select pertinent data and organize it to prove their point efficiently and to communicate orally in a clear and convincing manner.

**AoI:** Approaches to Learning

**Unit Question:** How to defend an informed opinion on an ethical question?

**Unit Area:** Drama – *Rhinoceros*, Eugène Ionesco

Because this play revolves around the tension between individuals and society in the aftermath of World War II and the tragic experience of totalitarianism, students will be asked to refine their essay response skills and reflect on the idea of individual responsibility in war times. They will study the Absurd literary movement. This unit will make students reflect on the role of literature in times of war.

**AoI:** Community and Service

**Unit Question:** What is Free Will?

**Unit Area:** Poetry and War

Students will reflect on the tension between the futility and the utility of an art form. This last unit aims to lead students into a more abstract and refined reflection on literature and its impact on individuals, society and the world. Their final assessment will be a guided text commentary on an unknown poem.

**AoI:** Human Ingenuity, Community and Service

**Unit Question:** How can poetry speak about war?

### **Teaching and Assessment:**

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## Grade 9 German (MYP 4) – Course Description

Grade 9 German is a balanced program that aims to develop students' skills of reading, writing, speaking, and viewing. Students explore various genres of texts and develop an understanding of how authors and artists pose rich questions about life and culture. The course also provides a strong sense of cultural heritage through the study of some major German works. Students hone their ability to express their own ideas in writing and speaking.

**Through Line Question:** How do we address adversity in our lives?

**Unit Area:** A Study of Anne Frank and Sophie Scholl through literature and film  
Students discuss their summer reading of Anne Frank; inform themselves about the fate of the Jewish people during the Nazi reign in general – in particular, the Frank family. They will gain insight into the resistance movement and the motivation of people who risked their lives for others. They will explore how the writing process can be a healing process and discuss in what way reading, watching and discussing influence the learning experiences.

**AoI:** Approaches to Learning, Human Ingenuity, Community and Service

### Unit Questions

- How do we deal with persecution?
- How can the writing process help us deal with tragedy?
- What is our responsibility in the world in which we live in?
- How do reading and viewing impact our learning?

**Unit Area:** Expository Writing: *Die Erörterung*

Students learn to discipline their "gut feeling" to a contentious topic by finding valuable arguments for opposing views on topics of general interest. They will learn to arrive at a solution that reconciles both opinions in a consensus-seeking compromise, or explain how their opinion can be defended in a reasonable manner.

**AoI:** Approaches to Learning

### Unit Questions

- How do we deal with opposing opinions?
- How do I form an opinion?
- How do I convince others of my opinion in a respectful and convincing manner?
- How do I build consensus?

**Unit Area:** Short Prose

Through modern short stories students experience the "horrors" of daily life: the dreaded piano lesson, the hurtful gossip, the power struggles between parents and children, etc. They will learn to appreciate how language and style help to intensify the human condition the authors seek to expose.

**AoI:** Health and Social Education, Approaches to Learning

### Unit Questions

- How do we deal with trifles?



- What makes a person act the way he/she acts?
- How do I unravel the hidden content of a compact text?

**Unit Area:** A study of the Baroque Times and Literature

Students explore the dichotomy of the baroque epoch and how this experience must have influenced the world view of our ancestors. The students will read excerpts from *Simplicissimus* and compare the language and the human condition to our modern times.

**AoI:** Approaches to Learning, Health and Social Education, Community and Service

**Unit Questions**

- How do we deal with Dichotomy?
- How did our language evolve?
- Has the experience of war changed over time?
- Can poetry help to ease emotional pain?
- Does studying texts from the past help us connect as a people?

**Unit Area:** Poetry

Students will read a selection of poetry dating from the Romantic to the Modern period and study the literary devices typical of poetry, poets and the time periods. They will also discuss how poetry can be an outlet for emotions.

**AoI:** Approaches to Learning, Health and Social Education, Human Ingenuity

**Unit Questions**

- How does poetry dealing with emotions?
- Can poetry help us understand our world better?
- What makes poetry different?
- How do I write about poetry?

**Unit Area:** The Drama *Wilhelm Tell*

Students will experience the drama of the play through reading and acting in class. They will adopt the characters' personas and respond to different situations. They will learn about Switzerland's fight for independence and explore how the drama presents different ways of dealing with oppression.

**AoI:** Approaches to Learning, Health and Social Education

**Unit Questions**

- How do we deal with despotism?
- What makes the story of Wilhelm Tell a classic story?
- How does reading and acting influence your experience of literature?
- Can violence ever be justified?

**Teaching and Assessment:**

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One courses use each subject specific criteria at least twice per semester to mark a variety of assessments. For Language A courses these criteria are:

Criterion A - Content

Criterion B - Organization

Criterion C - Style and Language Usage

The course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: essay tests (analytical, persuasive), creative work, presentations, quizzes, knowledge-based tests, group work, individual participation.

**Resources:**

*Das Tagebuch der Anne Frank*

*Film: Sophie Scholl: Die letzten Tage*

*Topfit deutsch: Die Eroerterung*

*(Lose-Blatt-Sammlung: Gedichte)*

*Verstehen und Gestalten B9*

*Wilhelm Tell - szenisch interpretiert*



## Grade 9 Spanish (MYP 4) – Course Description

Grade 9 Spanish is a balanced program that aims to develop students' skills of reading, speaking, writing and viewing. Students explore various genres of texts and will get a deeper understanding of literary devices and how they are culturally meaningful. Students are initiated in how to approach different kinds of texts and genres, produce them and change from one type of text to another (novel into a letter, for example).

### Through Line Questions

- How does a sense of humor help us to see things from different perspectives?
- How do writers use satire, parody, irony and sarcasm to produce humor?
- How can the use of humor in literary works show us hidden aspects of reality?
- Can humor be used as a "weapon", as a subversive way to "fight" in certain contexts?
- How is a hero defined in different cultures?
- How do the environments of different countries affect literary works?
- How can an epic, a myth, or a novel be meaningful to different people and ages?

### Unit Area: Coming of Age

Students will examine the topic of age primarily through *Manolito Gafotas* by Elvira Lindo and short stories from their text books. Students will focus on the topic of conflict resolution, social interaction and literary devices authors use to reflect these issues. Students will work on reading comprehension, oral presentation using design and technology, and debates. The assessments will include a Power Point presentation, a debate and an analytical essay.

### AoI: Approaches to Learning

#### Unit Questions

- How can the interaction with other people or groups of people affect us?
- How do we learn to do conflict resolution? How can we "mediate"?
- How do authors depict social problems and social interaction problems?
- What do authors use to convey their ideas and messages?
- How can we discover literary devices in readings, poems, songs and kind of text?
- Is it ethical to write about poverty and social problems using sense of humor?

### Unit Area: Heroes and Antiheroes

Students will examine the topic of hero and antihero primarily through readings like *Odyssey* by Homer and *El Lazarillo de Tormes, de Sus Fortunas y Adversidades* and various short stories. Students will study epic and hero stories as well as its opposite: antiheroes. Students will work on reading comprehension, oral presentation using design and technology, and debates.

### AoI: Community and Service

#### Unit Questions

- How were the leaders and heroes chosen in the ancient times?
- What were authors trying to say about their characters?
- What do authors use to convey their ideas and messages?



- How can we discover literary devices in readings like epic poems, letters, and other styles?
- Is it ethical to write about poverty and social problems using a sense of humor?

**Unit Area:** Challenges

**AoI:** Approaches to Learning

**Unit Questions**

- How did people in ancient times deal with problems and obstacles?
- What can we learn from *Odyssey* and the culture?
- What is the best way to understand a book from 7 B.C.?
- Are heroes perfect people?
- What is more important: Strength or Wisdom?

**Unit Area:** Power, religion and hypocrisy

**AoI:** Health and Social Education

**Unit Questions**

- How did authors escape from censorship, Holy Inquisition, Power of Church and royalty?
- How did poor people manage to survive poverty in the XVI century?
- What is an antihero?
- Is it right to do anything in order to survive?
- What is honor? What is ethic?
- What is integrity? What does it mean to sacrifice integrity in your life?

**Teaching and Assessment:**

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Criterion A – Content

Criterion B – Organization

Criterion C – Style and Language Usage

This course will focus on skill development and inquiry based learning. Particular types of assessment emphasized for this course include: tests, oral presentations, writing (persuasive, creative, descriptive, analytical), homework, quizzes, debates, representations and recitations.

**Resources:**

*Canal 3.* Lengua y literatura. Editorial Vicens Vives

*Manolito Gafotas* Elvira Lindo

*Jasón y los argonautas* Apolonio de Rodas

*La Odisea* Homero

*El Lazarillo de Tormes.* Anónimo