

Language & Literature: Year 1

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
<u>Unit 1</u> The Hero's Journey	Connections	Intertextuality, Character (hero)	Personal and cultural expression	Critical readers, writers, and thinkers make intertextual connections and use them to better understand literary characters and how a character discovers and expresses their ideas, culture, beliefs, and values through The Hero's Journey.	A C B	Communication, Thinking, Social	The Lightning Thief, myths, hero's journey, CER paragraphs, compare/contrast, elements of literature, character, setting
<u>Unit 2</u> Working with Evidence- Rules to Live By	Creativity	Point-of-view Context	Personal and Cultural Expression	Belief systems and perspectives, expression are influenced by a person's social and historical setting.	A D C	Self-Management, Creative Thinking Skills, Research	Bud Not Buddy, figurative language, CER, The Great Depression, Hooverville s, various research texts and speeches, theme, research, create "Rules to Live By", Maslow's Hierarchy of Needs
<u>Unit 3</u> Understanding Perspectives- The Land of the Golden Mountain	Perspective	Point of view, setting, self-expression	Identities and relationships	Critical readers, writers, and thinkers make intertextual connections to understand how cultures change and grow due to migration, and how the character's perspective is affected by their historical and social setting.	C D	Research, communication	Dragonwings, point of view, tone, main idea, theme, eye witness accounts and nonfiction texts, The Lost Garden (autobiography) excerpts, connections between points of view across texts, writing a newspaper article
<u>Unit 4</u> Night	Communication	Context, setting, style	Fairness and Development	Effective communicators can read about, write about, and debate the implications of inequality and	A B	Communication skills, affective skills, reflection	The Holocaust, primary/secondary sources, cause and

				power; they can analyze how the author uses linguistic devices to discuss these issues in context.		skills	effect, injustice, race/power, perspective
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Lang & Lit: Year 2

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
<u>Unit 1</u> What Shapes Identity?	Identity	Context, Culture	Identities and relationships	Identity is shaped by context and culture which impacts physical, psychological, and social development.	A C D	Communication: -teach critical reading -teach how to make an inference -teach how to make a prediction teach how to support inferences with relevant text evidence -teach how to find “gist” or central idea presented in the text -teach how to generate questions about a text	A Long Way Gone, cultural iceberg, critical reading, theme, types of conflict, analytical and explanatory writing, collaboration, independent reading
<u>Unit 2</u> Industrial Revolution and Working Conditions	Connections	Purpose	Fairness and development	It is my civic responsibility to be informed about the connection between the choices I make and the impact it has on others.	A B D	Communication: -Read critically and for comprehension -Preview and skim texts to build understanding -Paraphrase accurately and concisely -Use appropriate forms of writing for different purposes and audiences -Use a variety of media to communicate with a range of audiences -Structure information in	Lyddie, explanatory and argumentative writing, critical reading, central idea, evidence to support thinking, character development, plot elements, comparing and contrasting historical fiction with historical accounts

						summaries, essays and reports -Consider ethical, cultural and environmental implications	
<u>Unit 3</u> Civil Rights	Time, place and space	Point of View	Personal and cultural expression - Critical Literacy and Histories of Ideas	Time and place shape our point of view about historical and current events in the society around us.	A B C D	-Read a variety of sources for information Collaboration: -Practise empathy -Delegate and share responsibility for decision-making -Make fair and equitable decisions -Listen actively to other perspectives and ideas -Exercise leadership and take on a variety of roles within groups Research: -Collect and analyse data to identify solutions and make informed decisions	Agents of change, critical reading, theme, types of conflict, analytical and explanatory writing, collaboration, independent reading sequence key ideas, author's purpose and craft, analyze point of view
<u>Unit 4</u> Challenging Stereotypes	Perspective	Self-expression Character	Personal and cultural expression - Social constructions of reality	Self-expression and character is limited by our perspective and social construction of reality.	A B C D	Affective Skills: -Keep a journal to record reflections Critical Thinking Skills: -Recognize unstated assumptions and bias -Consider ideas from multiple perspectives -Draw reasonable conclusions and generalizations -Use models and simulations to explore complex systems and issues	critical reading, theme, types of conflict, analytical and explanatory writing, collaboration, independent reading, sequence key ideas/ events, author's purpose and craft, compare contrast points of view

Language & Literature: Year 3

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
<u>Unit 1</u> Reading Closely and Writing to Learn Finding Home: Refugees	Connections & Identity	Self-expression Character	Identities and Relationships	Experiences shape who we are, how we express our identities, and how we connect to others	A C	Research Thinking	Inside Out and Back Again, tone, theme, using strong evidence, synthesis, refugee experience, poetry, informational writing, diction
<u>Unit 2</u> Working with Evidence: Taking a Stand	Perspective	Purpose Intertextuality	Fairness and Development	Gaining perspective from other people across time and places, allows me to fulfill my own civic responsibility to defend what I believe in.	A B C D	Communication	To Kill a Mockingbird, informational texts, social injustice, main idea, evidence, dialect, setting, narrator, summary writing
<u>Unit 3</u> Sustainability of the U.S. Food Chain	Communication	Audience imperatives, purpose, style, & structure	Globalization and Sustainability	We will be able to understand the connections between people and food as it relates to globalization and sustainability	A B C D	Collaboration	The Omnivore's Dilemma, informational texts, central idea, author's purpose, argumentative writing, determine the meaning of words and phrases, evidence
<u>Unit 4</u> The Civil Rights Movement and The Little Rock Nine	Identity & Systems	Intertextuality Point of View Context/setting	Personal and Cultural Expression	Systems shape who we are and how we express our identities both individually and as a society	A B D	Media Literacy & Transfer Skills	A Mighty Long Way, The New Jim Crow, Little Rock Girl 1957, court cases, speeches. Call to Action, argumentative writing, meaning of words and phrases