

Language and Literature

Subject Group Overview

Language and Literature YEAR 0 (Grade 5)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Understanding Language for Proficiency	Communication	Structure Genres Context	Personal and Cultural Expression Language and linguistic systems	The structure of the language system allows readers to understand what is communicated by the writer.	Objective B	Communication Skills: Reading, writing and using language to gather and communicate information	literary elements, text structure and features, relating ideas, inferences and conclusions, interpreting author's views, making judgments, distinguishing important information, context clues, and word families and structures.
Reading Unit 2 Idioms	Communication	Purpose Self-Expression	Personal and Cultural Expression The ways in which we express ideas	Idioms are a way to communicate feelings and understand others.	Objective C Objective A	Communication Skills: Reading, writing and using language to gather and communicate information	Students will learn about the use of idioms, learn a variety of idioms and then demonstrate knowledge of idioms. Students will create a poster that tells audience members the meaning of the idiom and communicate what it literally says and what it actually means.
Writing Unit 3 Informational Reports	Communication	Structure Context	Personal and Cultural Expression Practice and competency	Cultural competency may be expressed through the context of informational reports.	Objective B Objective C	Communication Skills: Use appropriate forms of writing for different purposes and	Students will research about a Minnesota Symbol. Students read sources and communicate facts in written form. Students will choose

						<p>audiences</p> <p>Read a variety of sources for information and for pleasure</p> <p>Organize and depict information logically</p>	<p>to communicate using a paragraph, communicate using a bulleted list, or communicate in the form of a journal entry.</p>
Biographies	Connections	Genre Convention Purpose	<p>Orientation in Space and Time</p> <p>Social histories</p>	<p>People connect with the social history of others through biographies with a specific purpose and using appropriate conventions.</p>	Objective C Objective D	<p>Communication Skills:</p> <p>Exchanging thoughts, messages and information effectively through interaction</p>	<p>Students will write and illustrate a biography about a family member using the key features of the genre as outlined in the unit. They will be required to complete both an interview and secondary source research as part of the prewriting process.</p>
Poetry	Creativity	Structure Self-expression	<p>Personal and Cultural Expression</p> <p>Artistry, craft, creation, beauty</p>	<p>Poetry allows the author to express personal thoughts and feelings or tell a story in a creatively-structured manner</p>	Objective A	<p>Communication: Reading, writing and using language to gather and communicate information</p> <p>Organization: Managing time and tasks effectively</p> <p>Reflection skills: (Re-)considering the process of learning; choosing and using ATL skills</p>	<p>Identifying and analyzing specific figurative language and other devices used by writers of poetry to understand the creative writing-style of the genre</p>

						Transfer skills: Utilizing skills and knowledge in multiple contexts	
Summarize and Synthesize Author's Purpose	Perspective	Purpose	Personal and Cultural Expression Artistry and Craft	Word choices and voice help readers to understand author's purpose.	Objective B Objective D	Communication: Read and write for different purposes	Students will read a variety of texts to determine author's purpose and then demonstrate knowledge and understanding by writing a piece that will inform readers, persuade readers, and entertain readers about a subject.
Making Connections and Fact/Opinion	Communication	Context	Identities and Relationships Status	Identifying facts and opinions in writing will enhance understanding of text.	Objective A	Communication Read critically and for comprehension	Students will read a variety of text and decipher the difference between facts and opinions.
Genre Study - Historical Fiction Woodsrunner	Perspective	Genres Setting Context	Fairness and Development Imagining a hopeful future	Literature provides a perspective on a people's hopes for the future as a reader explores the setting and context, and understands the features of the genre.	Objective A	Communication: Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information	Characters, setting, and plot relating specifically to the historical fiction genre and character motivation.
Language and Literature YEAR 1 (Grade 6)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Memoirs	Communication	self-expression	Identities and	Memoirs are a	CD	Self-	6-8 Power

		genre	relationships identity formation transitions consciousness	genre of self-expression to explore and communicate one's identity.		Management	Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
Mythology and Folktales	Connections	Culture	Scientific and technical innovation Systems ingenuity and progress	Cultures communicate beliefs and tradition through stories that connect them to the natural world.	CD	Communication	6-8 Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
Historical fiction	Perspective	Setting	Orientation in space and time civilizations and social histories epochs, era, turning points exchange and interaction	Authors can use characters living in different eras to convey how setting influences perspective.	AB	Thinking	6-8 Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
Biography	Connections	Character	Identities and relationships Leadership attitudes, motivations happiness and the good life	Biographies help us see connections between success and character traits within ourselves and others.	BC	Self-Management	6-8 Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
Poetry	Creativity	Structure Self-expression	Personal and cultural expression Artistry, craft, languages and linguistic	Self-expression and creativity are communicated through poetic structure.	A	Thinking	6-8 Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy

			systems, abstract thinking				Language
Persuasive	Communication	Audience Purpose Point of View	Fairness and development Difference and inclusion, civic responsibility, imagining a hopeful future	Persuasive writing enables us to convince our audience to adopt our point of view.	BD	Communication	6-8 Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language

Language and Literature YEAR 2 (Grade 7)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Short Story Unit	Connections	Purpose and Audience Imperatives	Identities and relationships Moral reasoning and ethical judgment	Short Stories create connections between author's purpose and audience imperatives by using character's moral reasoning and ethical judgment.	ABCD	Communication Self-Management	6-8 Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
Bullying Awareness Unit	Perspective	Theme/ Self-expression/ Point of view	Fairness and development difference and inclusion	Bullying is an imbalance of power. Humans desire to be included in society despite how their self-expressed differences are viewed by others.	BD	Collaboration Critical Thinking	6-8 Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language

Cinderella Character Unit	Communication	Self-Expression Character Point of View	Personal and cultural expression Philosophies and ways of life, Social constructions of reality	Authors use characters to express ideas, feelings, and cultural norms through developing a distinctive point of view.	ABC	Communication Collaboration Communication	6-8 Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
Research Project History Day, Jr. Unit	Communication Culture	Perspectives Structure Intertextuality	Personal and cultural expression Critical literacy, Metacognition and abstract thinking, analysis and argument	Well-structured research communicates the history of ideas and analysis and argument found in multiple texts.	Interdisciplinary Unit Rubric ABCD	Informational literacy Media Literacy	6-8 Language and Literature Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
Poetry Unit	Creativity	Structure Purpose Self-Expression	Personal and cultural expression Social constructions of reality, belief systems	Poetry allows the author to express personal thoughts and feelings or tell a story in a creatively-structured manner.	BC	Communication Collaboration Reflective Skills	6-8 Language and Literature Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language

Literature Circle/Book Club Unit	Connections	Theme Character	Globalization and sustainability Commonality Diversity Interconnection	Novels are interconnected by common themes and diverse characters.	AD	Collaboration Organization	6-8 Language and Literature Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
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Language and Literature YEAR 3 (Grade 8)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Short Story Unit	Connections	Theme, Character	Personal and Cultural Expression Philosophies and ways of life; belief systems	Short stories embody universal connections by sharing common themes and characters.	AD	Communication Reading	6-8 Language and Literature Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
Literature Circle	Communication	Character, Theme	Identities and relationships Personal and cultural expression	It is imperative to read and analyze a variety of literature to expand our view of the world.	A, C	Communication Collaboration	6-8 Language and Literature Power Standards: Reading Literature Writing Speaking, Viewing, Listening, and Media Literacy Language
National History Day Unit	Global Interactions	Intertextuality Perspectives	Personal and Cultural Expression Philosophies and ways of life Belief systems Analysis and argument	Well-structured research communicates personal and cultural ideas found in multiple texts.	B, C	Communication: Reading, writing and using language to gather and communicate information Collaboration: Working effectively with others	Students produce a final written product, displaying their ability to research, analyze, and avoid plagiarism by creating their Title Page, Process Paper, and Annotated Bibliography.

						<p>Organization: Managing time and tasks effectively</p> <p>Information literacy skills: Finding, interpreting, judging and creating information</p>	
Discrimination/ Diary of Anne Frank Unit	Global Interaction	Point of View	<p>Fairness and Development</p> <p>Power and privilege; authority, security and freedom</p>	Well-structured research communicates personal and cultural ideas found in multiple texts.	B, C	<p>Information literacy skills: Finding, interpreting, judging and creating information</p> <p>Media literacy skills: Interacting with media to use and create ideas and information</p>	6-8 Language and Literature Power Standards: Reading Literature Writing, Speaking, Viewing, Listening, and Media Literacy Language
Poetry Unit	Creativity	Structure Style Self-Expression	<p>Personal and Cultural Expression</p> <p>Artistry, craft</p>	It is necessary to creatively write personal poetry, as well as analyze various poets and types of poetry, to show understanding and appreciation for various literary genres.	C,D	Communication	6-8 Language and Literature Power Standards: Reading Literature Writing, Speaking, Viewing, Listening, and Media Literacy Language
Language and Literature YEAR 4 (Grade 9)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
The Odyssey	Perspective	Context, Character,	Orientation in space and time	Perspectives change based on	ABCD	Skill Clusters: I. Communication	Students will explore the historical context

		Intertextuality, Theme, Purpose	<p>Students will explore the historical context of various characters in The Odyssey and O Brother Where Art Thou. Students will explore the connections between Olympians and humans, gods vs Odysseus</p> <p>Explorations: • Civilizations and social histories, heritage; pilgrimage, migration displacement and exchange •People, boundaries, exchange and interaction</p>	context, theme, and characters throughout time.		<p>skills Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information Skill Clusters: II. Collaboration skills Working effectively with others</p>	of The Odyssey and will compare and contrast that with O'Brother Where Art Thou as they examine how meaning changes through time.
Romeo and Juliet	Relationships	Character, Style, Structure, Theme	<p>Identities and relationships</p> <p>Lifestyle choices</p>	Making choices has an impact upon your life and the lives of others.	ACD	<p>Skill Clusters: I. Communication skills Exchanging thoughts, messages and information effectively through interaction Show details Use appropriate forms of writing for different purposes and audiences Reading, writing and using</p>	Students will examine the structure and style of Shakespeare's Romeo and Juliet. They will also explore the structure of sonnets and iambic pentameter.

						<p>language to gather and communicate information Show details</p> <p>Read critically and for comprehension</p> <p>Make inferences and draw conclusions</p> <p>Write for different purposes</p> <p>Skill Category: Social</p> <p>Skill Clusters: II. Collaboration skills</p> <p>Working effectively with others Show details</p> <p>Take responsibility for one's own actions</p> <p>Skill Category: Self-Management</p> <p>Skill Clusters: III. Organization skills</p> <p>Managing time and tasks effectively Show details</p> <p>Plan short- and long-term assignments; meet deadlines</p> <p>Skill Category: Thinking</p> <p>Skill Clusters: IX. Creative thinking skills</p> <p>Generating novel</p>	
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						ideas and considering new perspectives Show details Create original works and ideas; use existing works and ideas in new ways	
To Kill a Mockingbird	Communities	Character, Point of View, Context, Setting	Personal and cultural expression Philosophies and ways of life	Members of communities have responsibilities that require them to be open-minded.	ABCD	I. Communication skills Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information II. Collaboration skills Working effectively with others III. Organization skills Managing time and tasks effectively IX. Creative thinking skills Generating novel ideas and considering new perspectives	Students will read To Kill a Mockingbird and analyze the perspectives of the personal and cultural perspectives of the characters. Students will work on managing their own time as they plan and create their multi genre projects.
Night	Culture	Point of View Theme Context	Fairness and development Power and	People have sought to control the resources of their neighbors since the	ABCD	I. Communication skills Exchanging thoughts, messages and	Students will research the events leading up to, during, and after the holocaust. The will

			privilege; authority, security and freedom	beginning of human civilization.		<p>information effectively through interaction Reading, writing and using language to gather and communicate information</p> <p>II. Collaboration skills Working effectively with others</p> <p>III. Organization skills Managing time and tasks effectively</p> <p>V. Reflection skills (Re-)considering the process of learning; choosing and using</p> <p>VI. Information literacy skills Finding, interpreting, judging and creating information</p> <p>VII. Media literacy skills Interacting with media to use and create ideas and information</p> <p>VIII. Critical thinking skills Analyzing and evaluating issues and ideas</p> <p>X. Transfer skills</p>	read Night and focus on the epistolary form. Students will also explore how a culture responds to genocide.
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						Utilizing skills and knowledge in multiple contexts	
Absolutely True Diary of a Part Time Indian	Change	Character Setting Style Point-of-View	Identities and relationships Identity Formation	Your background affects you, but doesn't define you.	A, C	VI. Information literacy skills Finding, interpreting, judging and creating information VII. Media literacy skills Interacting with media to use and create ideas and information VIII. Critical thinking skills Analyzing and evaluating issues and ideas X. Transfer skills Utilizing skills and knowledge in multiple context	Students will read the novel and examine their own personal identity and Native American Culture. Students will review and discuss how the book shares the common characteristics of what makes a novel timeless.

Language and Literature YEAR 5 (Grade 10)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Public Speaking	Communication	Self-Expression Purpose	Personal and cultural expression Analysis and Argument - Social Constructions of Reality	Purposeful choices in verbal communication allow for self- expression.	ABD	I. Communication skills Exchanging thoughts, messages and information effectively through interaction	Students will be able to perform a 3 minute speech on a subject of their choosing. Students will be able to identify and use non-verbals in impromptu and polished speeches. Students will be able to outline a three minutes speech, writing an introduction, paragraphs with topic sentences and transitions, and a

							<p>conclusion. Students will be able to reflect on a recorded speech; identifying strengths and weakness in their public speaking skills. Students will be able to practice public speaking by participating in 3 impromptu speeches.</p>
Of Mice and Men	Relationships	Context and Culture	<p>Identities and Relationships</p> <p>Moral reasoning and ethical judgment</p>	Authors will use culture and context to show how identities and relationships can influence moral reasoning and ethical judgment.	AB	<p>II. Collaboration skills Working effectively with others</p>	Students will be exposed to an environment where accepting others is a challenge and will create novel solutions of what could have happened instead of what did happen.
The Secret Life of Bees	Perspective	<p>-Point of View -Context -Character</p>	<p>Fairness and development</p> <p>Difference and Inclusion</p>	A character's perspective and context plays an important role in their development as a person.	AD	<p>VIII. Critical thinking skills Analyzing and evaluating issues and ideas IX. Creative thinking skills Generating novel ideas and considering new perspectives</p>	<p>A character's perspective and context plays an important role in their development as a person.</p> <p>Students will analyze the main character's environment and perspective on social justice in relation to the setting of the novel. Students will also choose symbols to connect to their own lives.</p>

Elephant Man	Connections	Character	Identities and Relationships Identity formation	Authors will use character identities and relationships to allow readers to make personal connections and understand what they are reading.	BC	VIII. Critical thinking skills Analyzing and evaluating issues and ideas IX. Creative thinking skills Generating novel ideas and considering new perspectives X. Transfer skills Utilizing skills and knowledge in multiple contexts	Authors will use character identities and relationships to allow readers to make personal connections and understand what they are reading. They will do this by using the text to create a poem on a theme of choice using only words from the text.
Catcher in the Rye	Identity	-Self-Expression -Point of View	Identities and Relationships Identity Formation	Identities and relationships are developed through self-expression and one's point of view.	AC	II. Collaboration skills: Working effectively with others III. Organization skills Managing time and tasks effectively V. Reflection skills (Re-)considering the process of learning; choosing and using ATL skills	Students will know about how identity is influenced by society and the media.