

MYP Year: 2

Subject Group: Language & Literature

Unit Title	Key Concept (1)	Related Concepts (2)	Global Context (1)	Statement of Inquiry (1 + 2 + 1)	MYP subject-group objective(s)	Content (topics, knowledge, skills)
	Connections	Character	Identities and Relationships <ul style="list-style-type: none"> ● Personal attitudes and motivations ● Roles and role models 	Authors create connections between characters.	A: Analyzing ii, iii B: Organizing iii C: Producing Text iii D: Using Language v	Text: Writing: Analyze one positive and one negative connection between two or more characters in the story. Give evidence from the text to support your analysis, including the author's choices about personal attitudes, motivations, changes in roles, and/or external forces that created or sustained that connection.
	ATL Skills	Communication Communication Skills <ul style="list-style-type: none"> ● Give and receive meaningful feedback (peer share of project & after summative) ● Read critically and for comprehension (charting and evidence) Social Collaboration Skills <ul style="list-style-type: none"> ● Listen actively to others perspectives and ideas (Notes & Discussion for each presentation) ● Give and receive meaningful feedback (peer share of project) Self-management Organization skills <ul style="list-style-type: none"> ● Select and use technology effectively and productively (Presentation App) 				

	Systems	Structure	Personal Expression <ul style="list-style-type: none"> Ways to express ideas/meaning clearly 	English contains a system for the structure of words.	A: Analysis i B: Organize i D: Using Language iv	Identifying and using common roots, prefixes, and suffixes from Latin (and some Greek) to structure words, using modified Wired for Reading techniques including adapted American Sign and story creation; Keep a notebook as a reference for new word acquisition Summative Assessment: Students will be able to properly use the system of common roots, prefixes, and suffixes from Latin to read unfamiliar and made-up words.
	ATL Skills	Self-management Organization skills <ul style="list-style-type: none"> Keep an organized and logical system of information files/notebooks (Vocabulary notebook) Research Information Literacy skills <ul style="list-style-type: none"> Use memory techniques to develop long-term memory (American Sign; Stories) Thinking Critical-thinking skills (Prefix, Root, Suffix into and from words) <ul style="list-style-type: none"> Draw and test reasonable conclusions and generalizations Analyze complex concepts and projects into constituent parts and synthesize them to create new understandings 				
	Community	Theme	Fairness and Development	Authors develop themes through	A: Analysis i, iii	Text: Monsters Are Due on Maple Street

			<ul style="list-style-type: none"> • Inequality, differences, and inclusion • Authority, security, and freedom 	community.	B: Organize i, ii C: Produce Text i D: Using language ii, iii	Writing: What themes does the author develop using the differences, authority, and freedoms in the Maple Street community? Create a blog with your ideas.
	ATL Skills	<p>Communication Communication Skills</p> <ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes and audiences (Blogging) <p>Self-management Organization skills</p> <ul style="list-style-type: none"> • Set goals which are challenging and realistic (writing goals) <p>Research Media Literacy skills</p> <ul style="list-style-type: none"> • Compare, contrast, and draw connections among multimedia resources (teleplay vs. episode) • Communicate information and ideas effectively to multiple audiences using a variety of media and formats (Blogging) <p>Thinking Transfer Skills</p> <ul style="list-style-type: none"> • Transfer current knowledge to learning of new technologies 				
	Conflict	Point of View	Fairness and Development <ul style="list-style-type: none"> • Inequality, difference and inclusion • Justice, peace and conflict management • Power and privilege 	Authors can use point of view to help a reader understand fairness and resolve conflict.	A: Analysis ii, iv B: Organizing iii C: Producing Text ii D: Using Language v	Text: <i>Outsiders</i> by SE Hinton Written: Debate presentation & speech in teams, including and understanding of the fairness and conflict in the novel, evidence from the text, and pairs collaboration
	ATL Skills	Communication				

		<p>Communication Skills</p> <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences (debate) • Organize and depict information logically (presentation) <p>Social</p> <p>Collaboration skills (debate teams)</p> <ul style="list-style-type: none"> • Manage and resolve conflict, and work collaboratively in teams • Build consensus <p>Thinking</p> <p>Transfer Skills</p> <ul style="list-style-type: none"> • Inquire in different contexts to gain a different perspective (debate format) 				
	Change	<p>Audience Imperatives (Clear reporting of facts); Purpose</p>	<p>Globalization and Sustainability</p> <ul style="list-style-type: none"> • Human impact on the environment and each other • Commonality, diversity and interconnection • Consumption and conservation of resources 	<p>We can change the world by investigating global issues with clarity and purpose then acting on that information.</p>	<p>B: Organize ii C: Produce Text i, ii D: Using language i, ii, iii</p>	<p>Text: Various nonfiction books and web-based writing</p> <p>Writing: Choose a global issue to research and clearly write a fully annotated MLA research paper with clarity, which can be shared globally.</p>
	ATL Skills	<p>Self-management</p> <p>Organization skills</p> <ul style="list-style-type: none"> • Plan short and long-term assignments; meet deadlines • Use appropriate strategies for organizing complex information <p>Affective</p> <ul style="list-style-type: none"> • Perseverance: Practice persistence and perseverance • Emotional management: Practice strategies to reduce stress and anxiety <p>Research</p> <p>Information literacy skills</p> <ul style="list-style-type: none"> • Identify primary and secondary sources • Create references and citations, use footnotes/endnotes, and construct a bibliography according to recognized conventions <p>Communication</p> <p>Communication Skills</p>				

		<ul style="list-style-type: none"> ● Negotiate ideas and knowledge with peers and teachers ● Share ideas with multiple audiences using a variety of digital environments and media (blog or presentation) <p>Thinking Transfer skills</p> <ul style="list-style-type: none"> ● Combine knowledge, understanding, and skills to create products or solutions (action choices) <p>Social Collaboration skills</p> <ul style="list-style-type: none"> ● Practice empathy (action choices) 				
	Creativity	Structure	Personal & Cultural expression <ul style="list-style-type: none"> ● Artistry, craft, creation, beauty 	Poetry is structuring creative expression.	Formative A: Analyze iii B: Organize lii Summative: C: Produce Text i, ii, iii D: Using language i, iv, v	Text: Poems of various structures (quatrain, limerick, haiku, sonnet) and figurative language Writing: Write a creative children's book for Kindergartners in verse.
	ATL Skills	<p>Self-management Reflection Skills</p> <ul style="list-style-type: none"> ● Focus on the process of creating by imitating the works of others (children's books) ● Keep a journal to record reflections (reflections to poetry) <p>Communication Communication Skills</p> <ul style="list-style-type: none"> ● Write for different purposes (poetic expression) <p>Thinking Creative Thinking Skills</p> <ul style="list-style-type: none"> ● Generate metaphors and analogies (figurative language) ● Create new works; use existing works and ideas in a new way (children's book) 				