

MYP Year: 3

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)
	Creativity	Structure	Personal & Cultural expression <ul style="list-style-type: none"> <li>• Artistry, craft, creation, beauty</li> </ul>	Poetry is structuring creative expression.	Formative A: Analyze iii B: Organize Iii  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.
	<b>ATL Skills</b>	<b>Self-management</b> Reflection Skills <ul style="list-style-type: none"> <li>• Focus on the process of creating by imitating the works of others (children's books)</li> <li>• Keep a journal to record reflections (reflections to poetry)</li> </ul> <b>Communication</b> Communication Skills <ul style="list-style-type: none"> <li>• Write for different purposes (poetic expression)</li> </ul> <b>Thinking</b> Creative Thinking Skills <ul style="list-style-type: none"> <li>• Generate metaphors and analogies (figurative language)</li> <li>• Create new works; use existing works and ideas in a new way (children's book)</li> </ul>				

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)
Who am I?	Identity	Character	Identities and Relationships <ul style="list-style-type: none"> <li>Personal attitudes and motivations</li> <li>Human nature and dignity</li> </ul>	Authors create an identity for each main character.	A: Analysis ii, iii C: Producing Text i, iii D: Use Language i, iii	Text: (annotated) Lord of the Flies (770) or Red Kayak (800) or The Alchemist (910) or The Pearl (1010) Writing: Using the best evidence from the text, analyze the identity of a character in the novel, including personal attitudes, motivations, external forces that shaped his or her identity, and the methods the author has used to create that identity.
<b>ATL Skills</b>		<b>Self Management</b> (in a letter to themselves to consider identity formation attitudes and motivations) Affective Skills <ul style="list-style-type: none"> <li>Self-motivation including self-talk and positive thinking</li> </ul> <b>Thinking</b> Critical Thinking <ul style="list-style-type: none"> <li>Evaluate evidence (summative assessment)</li> </ul> Creative thinking skills <ul style="list-style-type: none"> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries (summative assessment)</li> </ul> <b>Communication</b> Communication Skills				

		<ul style="list-style-type: none"> <li>• Read critically and for comprehension (through annotation)</li> <li>• Organize and depict information logically (organization of summative assessment)</li> </ul>				
	Time and Place	Setting	Fairness & Development <ul style="list-style-type: none"> <li>• Turning points of humankind</li> </ul>	Understanding the setting, including time and place, enhances a reader's understanding of the book's themes.	A: Analyze i, iv Biii Ciii Dv	Text: Literacy Circles with following possible fiction texts according to reading level and interest: Curses and Smoke (720) Crispin Cross of Lead (780) Witch of Blackbird Pond (850) The Alchemist (910) Roll of Thunder, Hear My Cry (920) Treasure Island (960) Catherine Called Birdy (1090) Call of the Wild (1130) Research: Key event or innovation surrounding the time period which plays a significant role in the novel. Writing: In literature circles, compare and contrast the setting of the story to the actual history of the time period and place aligning these to a corresponding theme.
	<b>ATL Skills</b>	<b>Social</b> Collaboration skills <ul style="list-style-type: none"> <li>• Manage and resolve conflict, and work collaboratively in teams</li> </ul>				

		<ul style="list-style-type: none"> <li>• Build consensus</li> </ul> <p><b>Research</b> Information Literacy</p> <ul style="list-style-type: none"> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> </ul> <p>Media Literacy</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of media interpretations of events and ideas (fiction vs. nonfiction; documentary options; research)</li> </ul>				
	Relationships	Theme	Identities and Relationships <ul style="list-style-type: none"> <li>• Roles and role models</li> </ul>	Relationships within a story can create a theme.	Aii, iii Bii Cii Dii, v	Text: <i>Diary of Anne Frank</i> by Frances Goodrich and Albert Hackett or <i>The Miracle Worker</i> (play)  Writing: After creating a reflection journal for the themes and relationships in the text, students will choose a relationship within the story, and in a speech describe the role of each character, and persuade the reader of the importance of the theme that it creates, justifying your ideas with evidence.
	<b>ATL Skills</b>	<p><b>Communication</b> Communication skills</p> <ul style="list-style-type: none"> <li>• Use appropriate forms of writing for different purposes and audiences (Persuasion; Audience)</li> </ul> <p><b>Self-management</b> Reflection skills</p> <ul style="list-style-type: none"> <li>• Keep a journal to record reflections</li> </ul> <p><b>Social</b> Collaboration skills (Casting and switching roles for reading the play aloud)</p>				

		<ul style="list-style-type: none"> <li>Encourage others to contribute</li> <li>Exercise leadership and take on a variety of roles within groups</li> </ul>				
	Communication	<p>Audience Imperatives (Clear reporting of facts understanding bias)</p>	<p>Personal and Cultural Expression</p> <ul style="list-style-type: none"> <li>Critical literacy; analysis and argument</li> </ul>	<p>In an increasingly global society, clear communication of ideas is essential, including an understanding of bias.</p>	<p>Bii, iii Cii D ii, iii, iv</p>	<p>Text: Primary source for research topic</p> <p>Writing: Choose a global issue with a pro/con or universally relevant topic with a pro/con to research and clearly write a fully annotated MLA research paper without bias, which can be shared globally.</p>
	<b>ATL Skills</b>	<p><b>Self-management</b></p> <p>Organization skills</p> <ul style="list-style-type: none"> <li>Plan short-term and long-term assignments; meet deadlines (Target dates)</li> <li>Use appropriate strategies for organizing complex information (Note Cards and Source Cards)</li> </ul> <p>Affective skills</p> <ul style="list-style-type: none"> <li>Emotional management: Practice strategies to reduce stress and anxiety (Conferences, peer review &amp; group work sessions)</li> </ul> <p><b>Research</b></p> <p>Information literacy skills</p> <ul style="list-style-type: none"> <li>Identify primary and secondary sources (Research requirements/Works Cited)</li> <li>Create references and citations, use footnotes/endnotes, and construct a bibliography according to recognized conventions (MLA works cited/source cards)</li> </ul> <p>Media literacy skills</p> <ul style="list-style-type: none"> <li>Seek a range of perspectives from multiple and varied sources (Research requirements)</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Recognize unstated assumptions and bias</li> </ul>				
Lessons of the Shoah (4 weeks)	Global Perspective	Self-expression	<p>Identities and Relationships</p> <ul style="list-style-type: none"> <li>Human nature and human</li> </ul>	Individual choice, human dignity, and morality impact	A: Analysis iv C: Producing Text	

			dignity <ul style="list-style-type: none"> <li>• Moral reasoning and ethical judgement</li> </ul>	global perspectives as reflected in human self-expression.	i D: Use Language i	
	<b>ATL Skills</b>					
Goodbye, St. Luke (2 weeks)	Creativity	Self-expression	Personal & Cultural expression <ul style="list-style-type: none"> <li>• Artistry, craft, creation, beauty</li> </ul>	Poetry is sharing creative self-expression.	Bi Ci Di	Text: Poets' lives (research) and their self-expressive poems (Walt Whitman, Maya Angelou, Langston Hughes, Sylvia Plath, Keats, Byron, Elizabeth Barrett Browning, etc.)  Writing: Produce a poem or short story as creative, shared self-expression of your time at St. Luke School. Share your best poem in a coffeehouse forum.
	<b>ATL Skills</b>	<b>Thinking</b> Creative Thinking <ul style="list-style-type: none"> <li>• Consider multiple alternatives, including those that might be unlikely or impossible (form/structure of poetry product)</li> <li>• Create original works or ideas (exemplar poems; poetic meanings)</li> </ul> <b>Research</b> Information literacy <ul style="list-style-type: none"> <li>• Evaluate and select information sources and digital tools based on their appropriateness to specific tasks (poem sharing)</li> </ul> <b>Social</b> Collaboration Skills <ul style="list-style-type: none"> <li>• Listen actively to other perspectives and ideas (Coffeehouse forum)</li> </ul>				

		<ul style="list-style-type: none"><li>• Give and receive meaningful feedback (Prep for sharing)</li></ul> <b>Self-management</b> Reflection Skills <ul style="list-style-type: none"><li>• Self-assessment of strengths and weaknesses (Prep for sharing)</li></ul>
--	--	--